

NAAB HEADQUARTERS
14 Gregory Hall
Urbana, Illinois

Draft 1

To: Members of Foundation and Financing Committee

From: H. J. Skornia *H J Sk*

Date: January 9, 1958

Gentlemen:

President Paulu suggested that, before we meet, I pull together something from which we might start. Although it has been done hastily, and with the realization that what finally comes out will possibly be quite different, here it is.

This is an attempt to reduce to writing some or all of the ideas previously discussed. Without clarification by discussion, this is of course only a tentative start, for discussion and revision by the Foundations and Financing Committee, first; possibly by the Board (maybe by mail) then for discussion, in tentative form, with Kellogg and Ford. Since the Kellogg grant is made on the condition that we remain "independent" and at the University of Illinois through June 30, 1959, discussion with them is a necessity.

These figures are perhaps day-dreaming. We have compromised for so long with reality that I decided to put down what we really need if we're to do the job we say we need to do. Cuts can always be made if we are told, or if you feel, that we must reduce to "realistic" sums. After years of saying we should "shoot the works", however, I could not bring myself to submit for discussion anything but a really realistic budget. Even in this, as I look it over and discuss with Hill, Bidlack and others, I find I've not included the approximately \$30,000.00 we need to get new Ampexes to replace our worn-out network duplicators with something of good quality. I'll appreciate your suggestions regarding where and how to include this.

There may be other oversights as well. If so, please don't hesitate to point out. I'll have some by meeting time too, I expect, as will the staff here, to whom I'm also distributing (Hill, Bidlack and Underwood).

Some might be less frank, and expose our souls and concerns less openly. I personally feel that honesty usually pays, and have proceeded on that basis.

Incidentally, workman's compensation, retirement and other figures here will all have to be revised since I've not corrected in this draft. Such details will all be subject to careful checking in the final "document" which "comes out" or "goes in."

The more I look at this, the more I think a meeting with more than one Foundation at the same time might be desirable. They might find this desirable too, if we'd then "shut up" and not harass them for another five years, by which time they'd know whether we're "men or boys."

We might also explain that, with question marks on the economic horizon, if we're to undertake a nationally important educational job, we should have completion assured by at least a five-year grant.

It's now all yours to "tear to pieces" and put into the form it should really be in.

HJS/dfc

Worked
copy.General Statement:

This request is made in its present form after the most serious and mature discussion in several meetings of the NAEB Board of Directors, and consultation with numerous ~~other~~ recognized educational leaders, both nationally and internationally known.

It is based on the premise that half-measures are inadequate if this nation and its educational and leadership responsibilities in an atomic age are to be met adequately, and if the uses made of television and radio by education are to be wise, informed, and responsibly and educationally balanced and oriented.

It is our belief that the next five to ten years will be critical ones, both for American education and educational broadcasting. Nothing less than an adequately coordinated, adequately financed ~~organizational~~ effort in the field we represent can accomplish the task which must be done. [This effort can be done only by an experienced organization, pledged to full cooperation with all others, national and international, regardless of organizational effects as such, upon itself.]

Internationally, neither the NAEB nor any other educational broadcasting organization has so far been able to provide the world leadership which must be provided. The NAEB has been the most active of the organizations ~~active~~ in this area through the years, through its international relations committee, its membership relations with the International University of the Air, the European Broadcasting Union, the Prix Italia Committee and other such groups, and through its consultative assistance to the Paris UNESCO office and its representation on the U. S. National Commission for UNESCO. However, ~~available~~ resources have made all these efforts ~~was~~ inadequate when measured against the needs and the requests reaching us from our own government for international use, as well as from the numerous international organizations themselves.

In its recent annual report UNESCO points out the ~~desperate~~ need for a clearing house for materials in the educational broadcasting field, and the urgent need for some association in the U. S. which might serve that need. UNESCO itself hopes for a center "to consist mainly of national co-ordinating committees or associations." No U. S. organization is now equipped to serve as such a coordinating group in the educational broadcasting field.

When we requested an official spokesman of UNESCO to address the last NAEB Annual Convention, Director General Luther Evans delegated the Director of UNESCO's Department of Mass Communications for this responsibility.

Speaking before the Convention, Dr. Tor Gjesdal first paid tribute to the NAEB which "has won international fame, because it is a unique institution. Your aims and achievements have won you respect and provided inspiration to others." His first challenge to the NAEB was "to continue your work and expand it -- to continue letting UNESCO know about it...Your experiences are of international importance."

Increased
make
Results
Achieved
Test

only place
is here

Financial
Study.

His second challenge was more pointed. Addressing the NAEB as the established association to which the world has come to look for leadership, in genuinely educational uses of radio and television, he said: "I wish to suggest as a special task for you (in the face of an educational crisis that is world-wide)--- that you go all out to prove how well the challenge can be met, by undertaking more and more courageous experimentation, by systematic expansion of your established practices and, particularly, by offering exchange reports on the technical and pedagogical problems solved by your efforts. You have the means to do this and if you ever wish to give a lead to the world in the enlightened use of mass media, this is the place to do it, and this is the time."

Dr. Gjesdal pointed out, however, that much of what must be done in the world in this area in the next ten years must be done ^{in many next} by radio. In ^{man} nations which most need our materials, television is at least ten years away. "For financial and technical reasons, sound radio is bound to dominate the field in these parts of the world for years to come, even if television could give more effective help. The challenge of today is in radio --- (although) sooner or later television will also come to these countries, and one should be prepared for its full employment for educational purposes."

Speaking still to the NAEB, Dr. Gjesdal urged: "I would really hope that you will undertake a series of truly international seminars on the uses of radio and television for higher education in all countries...you will certainly have our full support for such systematic efforts as you may decide to launch."

He called for our help in the World Radio Conference being called by the International Union of Telecommunications. "We hope to define, to some extent, the position of radio (and eventually television) broadcasting in contemporary international society --- as UNESCO has previously done in the field of the press."

He called on us as the "enlightened professionals" to stimulate and direct more mass media research. "National groups frequently lag behind --- to the great disadvantage of National Commissions which may then have to deal with our issues without the benefit of the best professional advice."

UNESCO'S appeal to the NAEB to rise to the needs of our time have been echoed by the Voice of America, and by the appeals of educators in many nations to provide them guidance, consultants, materials, and other assistance. Our inability to do this, because of financial and staff inadequacies, is one of the most frustrating experiences the NAEB has had to face during the past five years.

The NAEB believes, as it has always believed, that radio as well as television must be developed as an educational tool if each medium is to be used for what it can best do; and if the practical interests of economic and eventual frequency pressures are to be met. It believes that closed-circuit TV, open-circuit TV, FM, radio, UHF and all types of educational stations are part of a movement which must remain inseparable if America's best interests in education are to be served. We believe that the many studies already available, in which radio and television can be used together, or in which one medium is far better than the other, demand this inseparability. We believe it well so to state, for the record, at this critical time.

Spoken
cut out
or
footnote

very opening

Restate what NAEB is
make reference to
last report. 1 page

challenged

this group with this history sees
following needs if list all in
preference. We therefore request
Page 3

Nationally, the situation is as confused as it is internationally. Sincere requests for information and guidance in both television and radio from hundreds of administrators, associations, schools and individuals are cross-referred in ~~frustration~~ from one organization and agency to another.

The JCET, being essentially TV-only, has its Washington and frequency responsibilities and neither the background nor qualifications to service such general requests. The ETRC, likewise heavily committed for TV only, and involved in a ~~desperate~~ effort to rally support for itself long enough to dramatize the meaning of education in the television program area, is also not equipped to handle such coordination.

The NAEB, which has the tradition, responsibility, and resources within its ranks, has neither the staff, nor the budget to handle such needs adequately. For unfortunately 1) in the current preoccupation with television, funds for the support of radio, or joint television-radio planning have been virtually non-existent, except for the far-sighted assistance provided by the W. K. Kellogg Foundation. And 2) educational television, unfortunately, has come to mean, to all too many, only programs on a network basis.

The fact (which the NAEB and broadcasting historians know all too well from the U. S. experience in educational radio) that stations also may be lost, or become ineffective, because of poor local programming or management, poor production, poor technical operation, poor public relations or poor educational orientation, has all too often been overlooked. Yet unless support is provided in all these areas, as well as in basic research, and inter-media balance, besides the support now given in the television program area nationally, some of the millions already spent, and the many more yet to be spent, may be largely wasted: in duplications, contradictions, costly trial and error, and other mistakes which a responsible association like the NAEB, adequately supported, and adequately guided by the nation's best minds, could prevent.

In its deliberations, prior to the preparation of this request, the NAEB and its governing Board firmly agreed to the need for putting the national educational welfare ahead of that of the NAEB. It is willing to discuss any new role which it might play, independently or as a part of any responsibly planned merger, which will help provide the unified national leadership and clearing house functions so desperately needed.

[Meanwhile, On the assumption that it may remain a separate organization, the NAEB plans the establishment of a Policy Guidance Council to examine its directions and insure that its objectives are both honest and educationally valid. Such a Council will be composed of outstanding educators, industrialists and national leaders whose wisdom can be tapped and whose recommendations will be followed.]

A first step, at a lower, more specific level, has already been taken in this direction, following the recent NAEB Research Seminar. The NAEB Research Committee has been reconstituted, and a group of educational consultants has been named to guide the NAEB in its functions and activities in the Research area. These plans are more fully outlined in the Research Request which follows.

Specific Requests

The NAEB does not believe that the tasks it faces can be efficiently undertaken on a short-term basis. The availability of competent, educationally qualified personnel on this basis, and the ability to undertake long-term projects, particularly in instructional, research, teacher-training and similar areas, is seriously compromised, if not wholly vitiated, by any year-to-year approach.

JCET
ETRC
BGMs

demands
of such
magnitude
more
needed

Maybe
pull out
mergers
Part in
letter
separately

principally

as

as needed

for a time

The NAEB therefore requests ^{an annual grant} a five-year grant in the amount of \$3,225,000.00, for the following purposes:

1. Capital (non-recurring) \$150,000.00

This sum will be used for acquisition of land and construction of a Headquarters building.

Present space, in the sub-basement of Gregory Hall, on the campus of the University of Illinois, was assigned seven years ago at the time the NAEB staff was composed of some five people. All Headquarters personnel, the television engineer, placement service, and secretarial personnel and equipment, are now housed in a single small room in which efficient operation and space for adequate files or the preservation of program tapes of past programs, are impossible. The entire Radio Network is operated out of a second small room adjacent to the Headquarters office. The inability to hold conferences or even conduct telephone conversations in a satisfactory manner under such conditions make it imperative that the space problem be met before any additional expansion is contemplated. Now thirty-three years old, the NAEB, as the professional and trade association in educational broadcasting, must have its own permanent home if it has any ambitions to be nationally and internationally adequate in its role. Specific location of the proposed NAEB building will be decided on the basis of Policy Council and Board investigations.

2. Administration \$65,000 per year
Total \$260,000.00 for 4 years

This is essentially a continuation of the present Headquarters operation and staff. Since this will be continued through June 30, 1959, under our present grant (for the eighth year) of the W. K. Kellogg Foundation, this item only is requested for only four years, beginning July 1, 1959, and extending through June 30, 1963, for a total of \$260,000.00. The breakdown for this is as follows:

Salaries	\$44,000.00	Building Maintenance	\$7,500.00
Travel	\$ 6,500.00	Equipment Replacement	\$1,000.00
Supplies and Expenses	\$ 3,000.00	Publications	\$3,000.00
		Total	\$55,000.00

Salaries are those of the Executive and Associate Directors, plus four secretarial and receptionist personnel, including retirement and workman's compensation.

3. Technical and Engineering \$ 35,000.00 per year
175,000.00 5 year total

This, too, is a continuation, with only slight expansion, of present NAEB engineering services. It includes the salary of the Coordinator of Technical Services (now TV Engineer) at \$14,000 per year, plus secretarial assistance, and necessary travel, supplies and expenses, and printing provisions, as follows:

Salaries	\$22,000.00 (including retirement, etc.)
Travel of Coordinator	4,000.00
Travel (Committee, Seminars)*	4,000.00
Supplies and Expenses	2,000.00
Printing, Publications	3,000.00
	<u>\$35,000.00</u>

*to be supplemented, for larger seminars, from item 8, page 8: "Professional Advancement"

Service to Tech, Eng, Sec. (See p. 5 a designate)

Rental-Lease (Chicago)

Have outgrown

Kellogg Foundation

increase salaries - 4 min. secretarial

add contingencies

developmental & Policy

Rep

5 yrs. sent statement re retirement

= Reports - maint encl

omit

This will provide for continuing engineering assistance to stations in-being and in-planning stages, for kinescope and other recording problems, for space and architectural planning assistance for studios, for studies of land-line network feasibility at the proper time for radio and/or TV, for FCC technical relations, and for technical workshops (budgeted under Professional Advancement).

4. Program Development

80,000.00 per year
\$400,000.00 5 year total

For the past seven years the NAEB has operated the NAEB Radio Network, using tape distribution. At first supported by the W. K. Kellogg Foundation, this activity, as noted below, is now supported on a minimal operational basis by member assessments.

However, this basis can only be termed wholly unsatisfactory, as compared to the need. There are no funds for a qualified program director, for example, without which no truly satisfactory national service can be provided. Present equipment is out of date and antiquated. No adequate archive preservation is possible. No personnel or budget exist for foreign program distribution. No funds are available to the NAEB itself for program grants, contracts or production. The present arrangement, whereby program funds for radio as well as television are channeled through the ETRC, has resulted in much friction, embarrassment to the NAEB, and misunderstandings which freeing the ETRC, at least for a time, from this radio responsibility, would relieve. The Center has neither the radio-qualified staff nor the patience to administer these funds currently in a manner satisfactory either to the preservation of satisfactory relations between the NAEB and its own members; the status of the NAEB in relations with foreign organizations or the U. S. Government; or relations between the Center and the NAEB.

The sum requested for this service would be allocated as follows:

Salaries

Coordinator	\$ 8,400.00
Network Manager	6,000.00
Assistant Network Manager - Production	5,600.00
Assistant Network Manager - Traffic	4,400.00
Duplicator Operators (2 @ \$3,600)	7,200.00
Miscellaneous Labor (2 half-time)	3,230.00
Stenographer	3,300.00
Retirement and W. C.	3,870.00
Travel (for the Coordinator)	2,000.00
Supplies and Expenses (including tapes)	20,000.00
Program grants (radio, domestic)	40,000.00
Program exchange (radio, foreign)	20,000.00
Equipment replacement and upkeep	4,000.00
Publications Printing	2,000.00

Total needed per year	\$130,000.00
Estimated income from network members	50,000.00
Total requested	\$ 80,000.00

The coordinator of program development would, with his staff:

- Provide program coordination (for local programming only, avoiding the Network ETV program functions of the ETRC) in TV as well as radio, as coordinated media.
- Operate the NAEB Radio Network, including the handling of International exchange programs.

Need line or
2 on what
Pg 11

In school
curricular

NAEB or ETRC

omit

Center has
we strike

5. (Basic Member) Services

\$ 67,130.00 per year
335,650.00 5 year total

During the past few years the NAEB has lost considerable numbers of members, both from the Network and the Association, because its staff and budget have been so small, and the energies and funds available so fractionalized, that the services which station and educator members should logically expect have not been forthcoming.

(7 people) Our Newsletter and Placement service are at present operated by one half-time student. Our Journal is edited by another student. We have no editor to edit the convention committee, workshop and annual reports, Factsheets and other materials which we issue. This is not a responsible manner in which to operate an association which expects to be useful to its members, and provide a truly national and international center and flow of assistance, guidance, leadership and services.

Requested therefore are funds (replacing our present placement service grant) as follows:

Salaries

Information → *editorial services*

Coordinator	\$ 8,400.00
Editor (and Public Relations)	6,000.00
Placement Officer	4,800.00
Editorial Assistant	4,800.00
Stenographer	3,300.00
Retirement and W. C.	2,730.00

Total Salaries

\$30,030.00

Travel

2,000.00

Supplies and Expenses

2,000.00

Seminars, Workshops, Regional Meetings

1,500.00

Consultant Services

21,600.00

Publications

10,000.00

Total

\$67,130.00

The sums included in the Consultant Services item include funds presently expended from other grant funds for Management Counsel, Consultation Services and Placement. Provision is also made for \$5,000 for "in-residence" consultants, who would be available in station and production center situations where they would be critically needed.

omit [NOTE: EXCEPT FOR CAPITAL, ALL THE ABOVE ITEMS ARE ESSENTIALLY FOR CONTINUATION OF PRESENT FUNCTIONS, WITH THE REVISIONS NOTED. THOSE WHICH FOLLOW ARE ESSENTIALLY FOR NEW SERVICES.]

6. Research Department

\$ 73,600.00 per year
368,000.00 for 5 years

As stated at the beginning of this request, regarding the need for a research coordination center not only for the U. S. but also to meet international needs, the NAEB'S responsibility in this area has become inescapable.

At the recent NAEB Research Seminar, attended not only by those in charge of research for the ETV stations of the U. S. but also by representatives of Canada, the various agencies of the U. S., and some twelve distinguished consultants and educators, for their counsel, this obligation was firmly put to the NAEB. One of the statements drafted by this Seminar is applicable here:

"Nationally, an appraisal of the impact of educational broadcasting and its role in the total educational picture awaits development of a comprehensive, integrated, country-wide research program which can be systematically implemented over a period of years. Locally, research personnel connected with educational radio and television stations and production agencies face frustrating problems resulting from significant and complex needs on the one hand, and inadequate financial and human resources on the other."

(this is the same)
In its closing sessions, the Seminar of Research leaders of the U. S. and Canada called upon the NAEB to set up a Department of Research, headed by a qualified Research Coordinator.

This request is responsive to that need [as well as to the needs, referred to earlier, from UNESCO, the European Broadcasting Union, and educators and broadcasters both in the U. S. and abroad. Such a department will solicit the aid of, and cooperate with, "all governmental and non-governmental agencies which might contribute to the national advancement of research in educational broadcasting."]

This Research Department will coordinate and consolidate the results of all studies: in closed and open circuit TV and in radio; in credit, enrichment, and general adult education; in impact and effectiveness rather than merely audience size; in utilization as well as production; in specific techniques and formats as well as in general uses; in teacher and administrator problems as well as in programming.

The tradition and record of the NAEB in fundamental research is well known and respected. The benchmark studies of U. S. television done under the direction of Dr. Dallas Smythe and others illustrate the quality of research and publication envisaged.

research → Initiative as well as coordination will be a function of the Coordinator of Research. [This function will not conflict with the functions of the ETRC or other organizations in research. In fact it will welcome the continuing activities of the Center in the national program and audience areas, as it will welcome increased research on the part of the many other organizations which must engage in various specific types of research to guide them in their own planning. Unlike the ETRC, however, which generally sponsors rather than itself conducts research, the NAEB will conduct national studies itself when needed, as well as sponsoring seminars and workshops in this area.]

The budget proposed for this NAEB function is as follows:

Coordinator's salary	\$12,000.00
Editorial Assistant	8,000.00
Stenographer	3,600.00
Retirement and W. C.	2,000.00
Travel	2,000.00
Supplies and Expenses	4,000.00
Research Grants-in-Aid	20,000.00
Seminars and Workshops	20,000.00
Publications <i>Reports</i>	5,000.00
Total	\$73,600.00

Such a research clearing house function will insure that the human and financial resources now going into the movement are coordinated, and reported so they may all be used to best advantage.

Annual Research
add 20,000

7. Teacher and Educational Development and Liaison \$ 41,500.00 per year
~~\$166,000.00~~ for 5 years
 207,500

During the present period of frantic trial and error and sometimes what might almost be termed "stampedes" on the part of administrators, TV teachers, and teachers in systems using TV, the absence of a central national office which might assist them in any significant way is particularly regrettable. Much energy is being wasted, much effort is being duplicated or contradicted, and many unnecessary misunderstandings, claims and counter-claims result from the present confusion. In such a situation American education suffers. In connection with the Research Department proposed, a useful service could be developed. Workshops and Seminars are needed for administrators, TV and radio teachers and teacher-univers, alike.

Teachers Colleges and Universities and Colleges should be encouraged and assisted to provide the type of courses and training necessary to meet wholly new problems of education and curriculum revision in an electronic age. Adult education, now too often patterned on school-room practices designed for children, needs desperately to learn to use these new tools.

All these groups currently beg the NAEB each month for assistance. Unfortunately the present staff and resources of the Association are inadequate to provide this needed assistance.

We therefore request funds for the establishment of a Teacher and Educational Development Department, staffed and budgeted as follows:

Salaries

Coordinator	\$13,000.00
Stenographic Assistance	4,000.00
Retirement and W. C. — <i>eliminate</i>	1,500.00
Travel	3,000.00
Seminars and Workshops	12,000.00
Publications <i>Reports</i>	5,000.00
Supplies and Expenses	3,000.00
Total	\$41,500.00

This Department will be able to provide teachers associations and conventions, the ACE, the NEA, Audio-Visual groups and individual teachers and school administrators the type of materials, consultations, training sessions and other assistance which someone should be providing if American education's present floundering efforts are to be given organization and order. For this post, as for others requested, a recognized specialist, not necessarily a broadcaster, is needed — one who will earn and command the respect of educators.

8. Professional Advancement Department \$109,000.00 per year
 \$545,000.00 for 5 years

Educational broadcasting is becoming, but is not yet, a profession. Each year the NAEB Professional Advancement Committee has called for the appointment of a Director of Professional Advancement to coordinate the many training activities (Scholarships, Seminars, Workshops, etc.) the need for which the NAEB seeks to fill.

Qualified individuals can do more for education by these new tools than organizations as such. The size of this group of professionals, among teachers & educators generally, needs increasing. It is such individuals who must take the offensive against the problems of our age. To do this requires leadership, the establishment of standards, & assistance to develop local talent & qualification throughout our nation.

Make clearer Service to Teachers. This proposal deals with teachers

better opener Continuing up - guiding of P.D. Personnel.

the Director requested, with

This individual, and his department, would provide the liaison and assistance, now ~~not~~ nowhere adequately provided, to work out joint projects with other professional associations. He would work towards the creation of professional standards for educational stations and their staffs, codes of operation, and principles of social responsibility which, we believe, could well eventually affect the entire commercial broadcasting industry as well. In such efforts, the cooperation and experience of other interested organizations would of course be used.

*org. Liaison
Committee*

The budget listed below includes \$75,000 per year for Seminars, Workshops and Regional meetings. One of the first meetings which would be held, from this sum, would be one to establish a policy guidance board to guide future NAEB activities. This sum also includes projects now covered under grants for workshop grants-in-aid, scholarships, international conferences, and workshops in these areas (writing, production, programming, management etc.) not separately budgeted for in the other requests listed above and below.

Proposed budget

Salaries (coordinator, secretarial and retirement)	\$ 20,000.00
Travel	4,000.00
Supplies and expenses	5,000.00
Meetings, Grants and Scholarships	75,000.00
Publications	5,000.00
Total	<u>\$109,000.00</u>

*with communications
managers
financial
graphics etc
engineering
(for network)*

Public Relations *with interpretation
(image)* \$ 66,000.00 annual
\$330,000.00

At UNESCO and other national and international meetings the fact is emerging that the weakest aspect of NAEB and educational broadcasting in general in the U. S. has been its public relations. Scores of times, after scholars and foreigners hear of our ideals and accomplishments, they ask: "Why are you so modest? Why isn't this story being told?" The answer, again, is found in inadequate staff, organization, and budget. Also, in location. For, with news contacts generally in New York, the story of educational broadcasting is left untold often due only to ignorance on the part of columnists and purveyors of news, who would be readily accessible in an eastern location.

Therefore, we propose, herewith, to establish a Public Relations Office and Director in New York with the following budget:

Salaries	\$30,000
Space rental	5,000
Supplies and expenses	6,000
Consultations and Seminars	10,000
Travel	5,000
Publications	10,000
Total	<u>\$66,000</u>

This office would not only serve the myriad public relations interests of the NAEB and educational broadcasting generally — telling the story of the Center and individual stations, but would also provide seminars, workshops and consultative assistance to local stations at the local level, where assistance is needed, from which much of the news so badly needed can eventually come.

spell out

*use illustration
of post*

*The country
lacks a
image of
ed. Broadcasting*

With such a permanent office, it is our belief that the significant service of educational broadcasting in this nation may, for the first time, become familiar to the general and educational public of the U. S. This should greatly assist also in the long-run efforts to secure an adequate financial base for the permanent use of electronic media as legitimate and indispensable instruments in the U. S. educational system.

10. Station Activation

Radio & TV

\$100,000.00 per year

\$500,000.00 total

So far, numerous efforts have been tried, to activate the national educational resource contained in the frequencies presently, but only temporarily, reserved for educational television and FM radio. Both of these resources are still in jeopardy. And America's educational systems, from coast to coast, which desperately need them, have had no one agency to turn to to provide the kind of practical assistance needed, on the spot.

FAE grants, on a matching basis, have helped. Indeed, without them there would undoubtedly be no reserved frequencies today, and no possibility such as we here outline.

The JCET has done yeoman service in carrying out a holding operation in defense of TV frequencies. In fact it has accomplished an almost impossible task during the past five years in the largely defensive efforts it has exerted to preserve frequencies that have been allocated.

The NCCET and the ETRC have also contributed heroically to the development of a general awareness of this resource, as well as securing substantial industry support. This latter, together with the labor support which the NAEB has been able to rally, thanks to grants of the FAE and the Ford Foundation for a Management-Labor Consultant, represents wise and solid progress.

But the fact remains that many frequencies, in communities generally desirous of activating them, need the kind of assistance, on the spot, which none of the above organizations is qualified to provide: consultants who can, on request, report to the desired location. On the basis of the experience of the consultant, in each case, who will be selected precisely because of his experience in putting stations on the air in such areas, vague and confusing procedures will be reduced to workable plans, and educational stations can become realities in many locations which will otherwise lose them. The interest is already present. Only the precise know-how (available richly in the managers of NAEB stations from coast to coast) is lacking.

The present proposal then, will bring the human resource, in the form of a qualified expert, to the areas which need them. He will stay on an "in-residence" basis, until a staff is selected and trained, and the station on the air.

(Here we'll add necessary enlargement on the project, from various documents not now available — and go on).

Budget requested

For consultant fees, expenses and travel, on a \$1,000 per month plus expenses basis

\$100,000.00 per year

Best things ever done for work in radio.

Here function needing performing

Chicago tournament

What NCCET did wrong - ETRC not good enough ✓

It is our belief that each activation will cost, in consultant manpower and expense, some 6 months to 1 year, at an estimated \$15,000.00-\$20,000.00 per station. Five to ten stations per year should be possible of activation on this basis, or a total of 50 to 100 additional ETV stations within the next five years.

(additional comments to be added)

Concluding Remarks:

In order that the NAEB may be wholly frank and honest regarding its fiscal matters, copies of all grants to date are enclosed herewith (Committee: these are in Annual Report; please bring it along!)

Also enclosed is a copy of our annual budget based on fees received from NAEB members. (Bob Coleman may have to prepare a special one for this purpose — to show use of funds to make up Journal and Newsletter deficits etc). As will be noted, these funds are used essentially for NAEB Legal Counsel; NAEB memberships in the ACE, European Broadcasting Union, Prix Italia, International University of the Air, Council of National Organizations, etc. The modest balance in this budget was also rather seriously depleted recently for travel funds needed for emergency NAEB Board meetings and other expenses for which funds were not available from either our Kellogg or Ford grant budgets. ETRC grant funds are used principally for expenses of the NAEB'S (ETRC) grant-in-aid committee, and are largely liquidated each year.

In spite of valiant efforts to become self-supporting, the NAEB still has far to go. Each increase in dues and/or network fees inevitably results in some drop-outs, so thinly budgeted are most stations, principally radio, in the educational broadcasting movement.

As stated earlier, the NAEB stands ready for any scrutiny, or discussions regarding any possible recombination of organizations and functions. The survival and advancement of the total movement are far more vital to American education than the survival, as such, of the NAEB. However, it is our belief that its thirty-three year history and accumulated experience and human resources can be invaluable in any steps or recombinations to be considered. Since the NAEB is the sole organization representing radio as well as television, and since it believes firmly that radio will come into its own, with television, as a widely used, economical instructional tool, insurance that radio uses will be developed and promoted, as adjuncts and, sometimes, stepping stones, to television, would also be most strongly insisted upon.

This is not to say that the NAEB does not recognize the greater urgency of the crisis in television than in radio. As far as they are divisible, at least 75% to 80% of the funds requested above would be expended on television, just as the greater proportion, by far, of present energies are devoted to television. But in some cases, radio may be usefully promoted, and educational's only frequencies in radio, which are FM, are also in jeopardy. Therefore the NAEB would wish not totally to neglect radio, in the proposed service, all the other agencies at present being wholly or almost wholly television only in their emphasis.

omit in original

We recognize, too, that the present request might well be discussed with two or more Foundations, since organized foundation support in this area, without incurring dangers of a legal nature, might profit from grants intended to complement each other. For in the past, without clearly defined objectives, we believe that certain grant-sponsored activities, by the same or different funds, have sometimes been used for purposes of rivalry rather than merely of cooperation.

It is for that reason that the NAEB stands ready to discuss whatever measures are necessary to prevent waste or misuse of funds granted in this area, regardless of the effect this may have on any or all present agencies, including the NAEB.

H. J. Skornia
January 5, 1958

HJS/dfc

1. Promotional, development & activation
2. Policy guidance & direction
3. Programming
4. Teacher + Educational Development
5. Financing

OUTLINE OF SERVICES AND ORGANIZATION UNDER PROPOSED EXPANSION

⑦ Public Relations + Dept. Director

① Executive Director

⑧ Associate Director

status structure

Coordinator of Pgm. Dev. & Net. Opn.

Network Opn.

Pgm. G-in-A

Foreign Pgm. Exch.

Local Pgm Assist-

ance to TV

Pgm. Development

Scholarships

Workshops

Seminars

Nat'l Conv.

Producers &

Artists in

Residence

Foreign Scholar

& Staff Ex-

change

Worksh. G-in-A

Prof. Standards

Development

Coordinator of Member Services

Publications

Public Relations

Regional Conf.

Cons. Services

Legal Counsel

Mgmt. Cons.

Supply asst. to

members in: Com-

munity Relations,

Adm. Financ. and

Opn. Films.

Placement Service

ICC Relations

Coord of Teacher & Educ. Development

Speakers' Bureau

Liaison w/teachers'

groups

Liaison w/educa-

tional groups

Utilization

Seminars w/national

education leaders

Coordinator of Technical Serv.

Eng. assistance

Architectural

aid

Land-line and

microwave study

Tech. Workshops.

ICC Relations,

technical

Coordinator of Research Activities

Research G-in-A

Fact Sheets

Gen. Res. Activities

Research servicing

of Fin. grants

(national coordina-

tion & cooperation

function)

② (giving experience & direction)

⑨ 1st level help (leave 1st step)

③ ⑩ Financial support

development + promotion

= host relations

Need - { Research Director
Teacher Development
editorial & Public Relations
Pgm Director

Table 1

PRESENT COMBINED BUDGETS

<u>Headquarters</u>		
Salaries & Wages	\$30,396.65	
Seminars, Travel, Research	16,000.00	
Supplies and Expenses	5,550.00	
Administrative Expense	<u>2,447.10</u>	
Total Headquarters		\$ 54,393.75
<u>Network</u>		
Salaries & Wages	\$21,128.45	
Travel	400.00	
Supplies & Expenses	10,300.00	
Reserve for replacement of Major equip.	1,500.00	
Administrative Expense	1,666.67	
Contingencies	<u>4.88</u>	
Total Network		35,000.00
<u>Ford-Sponsored Activities (1)</u>		
Engineering Services	\$28,500.00	
Management Consultant Services	3,800.00	
ETV Seminars & Workshops	22,800.00	
Placement Service	4,750.00	
Fellowships & Scholarships	9,500.00	
G-in-A for ETV Workshops	17,100.00	
TV Consultant Services	<u>5,700.00</u>	
Total Ford-Sponsored Activities		92,150.00
<u>ETRC-Sponsored Activities (2)</u>		
Program Grants-in-Aid	<u>\$40,000.00</u>	
Total ETRC-Sponsored Activities		40,000.00
<u>NAEB General Budget (Coleman)</u>		
Administration	\$ 3,000.00	
Promotion	600.00	
Treasurer's Office Expense	600.00	
Memberships (Prix Italia, ACE, EBU, CNO)	1,000.00	
Legal Counsel (retainer \$1,200)	1,600.00	
Newsletter	1,800.00	
Journal	2,100.00	
Reserve	<u>7,815.00</u>	
Total NAEB General Budget		18,515.00
Total - all budgets		<u>\$240,058.75</u>

- (1) Five per cent deducted from each item to avoid duplication in NAEB General Budget when this five per cent is also included as an administrative charge.
- (2) The \$60,000 (approximately) earmarked by the Center for "Contract Programs" has not been included since the NAEB has no real involvement in the administration of these funds.

Table 2

PROPOSED BUDGET FOR EXPANDED OPERATION

3

include 4114

Item	Adm.	Pgm. Dev. & Network	Prof. Adv.	Member Services	Teacher & Ed. Dev.	Technical Services	Research	Totals
1) Salaries	\$44,000.00	\$41,970.00	\$12,870.00	\$30,030.00	\$14,630.00	\$19,030.00	\$18,150.00	\$180,680.00
2) Travel	\$26,500.00	2,000.00	2,000.00	2,000.00	3,000.00	4,000.00	2,000.00	21,500.00
3) Supplies and Exps.	\$23,000.00	(3) 12,500.00	1,000.00	2,000.00	1,000.00	2,000.00	2,000.00	22,500.00
Seminars, Wkships, Region Meetings.			(4) 45,000.00	1,500.00				46,500.00
Pgm. Development		(5) 50,000.00						50,000.00
Con. Services			(6) 21,600.00					21,600.00
Scholarships			(7) 20,000.00					20,000.00
Research Projects								10,000.00
4) Bldg. Maintenance	7,500.00							7,500.00
5) Equip. Replacement	1,000.00	2,500.00						3,500.00
6) Publications	34,000.00	2,000.00	2,000.00	10,000.00	1,000.00	1,000.00	2,000.00	50,000.00
Totals	\$68,000.00	\$10,970.00	\$82,870.00	\$87,130.00	\$19,630.00	\$25,030.00	\$35,150.00	\$403,780.00

(1) Includes Exec. Dir., Assoc. Dir., Officers, Board and Committees (same amount as at present).

(2) Currently \$5,500, but present figure includes \$2,000 for publications and reports most of which will fall under other categories - likewise many general expenses.

(3) Current Network alone is \$10,300

(4) Equivalent to present total from both Ford and Kellogg (includes Workshop Grant-in-Aid).

(5) Replacing ERIC Grant-in-Aid, with \$10,000 added for foreign program exchange.

(6) Including present amounts for Legal Counsel, Management Consultant, Consultant Teams and Placement, plus \$5,000 for "In-Residence" consultants.

(7) \$10,000 present plus \$10,000 for foreign scholarships.

Capital Expenditures - Approximately \$150,000 should be obtained for construction of a Headquarters building, including land acquisition and furnishings.

Table 2

PERSONNEL AND SALARY SCALE FOR PROPOSED EXPANSION
(with comparison with present staff)

Administrative

Executive Director	\$15,000.00
Associate Director	10,000.00
Secretary	4,500.00
Chief Stenographer	4,500.00
Stenographer	3,300.00
Receptionist	2,700.00
Retirement & W.C. (1)	<u>4,000.00</u>

(Present Staff)

Executive Director
Associate Director
Secretary
Stenographer

\$44,000.00

Program Development and Net. Opm.

Coordinator	\$ 8,400.00
Network Manager	6,000.00
Asst. Net. Mgr. - Production	5,400.00
Asst. Net. Mgr. - Traffic	4,200.00
Dupl. Operators (2 @ \$3,600)	7,200.00
Misc. Labor (2 half-time)	3,200.00
Stenographer	3,300.00
Retirement and W. C.	<u>2,870.00</u>

Network Manager
Asst. Net. Mgr. - Prod.
Asst. Net. Mgr. - Traff.
One Duplicator Operator
3 Half-time employees

5,600
4,400
3230.
42,000.00
42,970.00

Professional Advancement

Coordinator	\$ 8,400.00
Stenographer	3,300.00
Retirement and W. C.	<u>1,170.00</u>

12,870.00

Member Services

Coordinator	\$ 8,400.00
Editor (and P.R.)	6,000.00
Placement Officer	4,800.00
Editorial Assistant	4,800.00
Stenographer	3,300.00
Retirement and W. C.	<u>2,730.00</u>

30,030.00

Teacher & Educational Development

Coordinator	\$10,000.00
Stenographer	3,300.00
Retirement and W. C.	<u>1,330.00</u>

14,630.00

Technical Services

Coordinator	\$14,000.00
Stenographer	3,300.00
Retirement and W. C.	<u>1,730.00</u>

19,030.00

Research

Coordinator	\$ 8,400.00
Editorial Assistant	4,800.00
Stenographer	3,300.00
Retirement and W. C.	<u>1,650.00</u>

18,150.00

Total - all salaries

\$180,680.00

(\$70,395.10)

(1) If the NAEB is not housed by the University, it is likely that some sort of group retirement plan will have to be purchased, as will workmen's compensation insurance. Ten per cent of the salary item has been set aside to cover these two items plus Social Security.

REQUEST OF THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
TO THE FORD FOUNDATION

SECOND DRAFT
March 28, 1958

1. The Problem

During the past few years the pressures on both American education and the new instruments and techniques of communication becoming available for its use have greatly multiplied. These education-directed pressures have been felt increasingly by the NAEB: from educational institutions; from its rapidly growing membership of college, university and public school broadcasting stations and closed circuit installations; from other educational associations in the U.S.; and from national and international groups abroad. The present request is responsive to those pressures.

Among the important problems of education generally there are many in which NAEB believes it can provide leadership and assistance.

A. Student-related problems:

1. The flood of students: The sheer number of students represents one of the greatest problems of our time and educational system. Maximum opportunity for their education as well as maximum quality in their education must be more efficiently sought and more effectively maintained. The instruments in which we are specialists--educational television and radio--offer great promise in presenting part of the answer to this problem of numbers without lowering educational standards. Television particularly, can spotlight many of education's problems and catalyze a reexamination out of which may come a raising of educational and teaching standards.

2. Mobility of school population is another serious problem with which we believe our skills, resources and experience can be of assistance. The turnover in some school populations exceeds one hundred per cent per year. Educational television and radio services, which would cut across geographical boundaries and reconcile curricular differences, offer great promise in such situations. A constantly available offering of formal and informal educational materials (just as broadcast news and music is found everywhere) could provide not only a resource to be tapped at will, but a benchmark of excellence.

Although we do not favor educational "standardization" as such, television and radio "schools of the air" can assist in the solution of many of the problems which this population mobility brings about. Ninety-seven per cent of Wisconsin's schools use that state's "radio school of the air." Comparable developments in other states and between states by both television and radio need development. The NAEB is interested in continuing to stimulate and assist such developments.

3. The problem of gifted and other special students is one which American education has so far found most difficult to meet adequately. Yet it is probably precisely their maximum development, above all, that we need.

Radio and TV offer great promise for broadening the base of education enough to make possible special courses and programs for:

- (a) Gifted students and students of unequal and unusual ability generally, by providing additional tools to meet the problem.
- (b) The crippled, institutionalized, mentally and/or physically ill and others presently neglected because of the cost of present outmoded measures now used to attempt to meet their needs.
- (c) Numerous other special interest groups, many of which are now frequently not even identified, because of the pressures on teachers.

4. Other problems. The above are only a few of the student-related problems with which television and radio can be of great value. There are many others.

Many of the children in our schools spend more time before television and radio sets than in the classroom or in any other single activity. Courses in critical listening or viewing, comparable to the courses attempted in critical evaluations of our written communications media, are needed. This is an area in which our assistance and leadership are needed, which teachers' colleges and the educational establishments generally ignore and one in which we are exerting increasing efforts.

We believe that we are particularly obligated to assist in the solution of such problems as these.

B. Teacher-related problems

Many of the most acute problems of our educational system are traceable to the number, qualifications and status of members of the teaching profession. The principal problems in this area might be listed as follows:

1. The Teacher Shortage: We believe that educational television and radio, properly used, can help in the solution of this problem in several respects:

- (a) By providing new tools and methods for in-service training and the training of new teachers.
- (b) By helping to increase the prestige of and respect for good teachers—which should increase the appeal of education as a career for more and better people.
- (c) By increasing the efficiency of teachers generally. This aspect of teaching has been long overdue for scrutiny in any case. (See also item 4 below).
- (d) By providing a mechanism of distribution whereby, on a "lend-lease," consultant, or special talent basis, the best minds in industry or anywhere in the nation may be used to help teach and inspire the students of the U.S.
- (e) By the redeployment of regular teacher resources, which these electronic tools make possible, and the revision of curricular and class-size concepts which will also result from radio and television use.

2. Counseling, Guidance and Testing

In many cases these functions are not now adequately performed because of the pressures of other, frequently routine ones.

We believe that radio and television can not only be of great assistance in these problems indirectly by enabling teachers to do other things more efficiently, but also directly. Already television and radio have been used for providing more standard environmental situations for students being tested than had been possible previously. Although this is a relatively new field for radio and television uses, it is an important one. We are interested in assisting education to develop it.

3. Instructional quality. We believe that television and radio, as new tools, should make possible considerable improvement in quality of instruction. In most cases, experiments in the uses of television for instruction have been satisfied to claim results "as good as" by traditional methods. Actually far higher quality than that now traditionally found in American education is needed. The comprehensive development and refinement of techniques to achieve such improved quality is one of our principal objectives.

4. Teacher Efficiency

Henry David, in Teachers College Record, says: "I venture the assertion that teachers constitute the most unwisely utilized professional group in this country. The ablest and poorest of them are utilized in exactly the same fashion."

Paul E. Elicker of the National Association of Secondary School Principals of the NEA declares "we must find new and effective teaching techniques."

A large part of the NAEB's present request is for the study of this problem, as it relates to television and radio and in cooperation with the principal other organizations concerned. For television, particularly, has already revealed revolutionary powers of multiplying a good teacher's impact, usefulness and effectiveness.

C. Curriculum problems: Less and less of what the student needs to know as an adult in order to meet the new problems which each year brings, can be given him in advance. Hence "continuing education" takes on new importance and the special ability of the broadcast media to diminish distance and to serve entire populations simultaneously has unique significance. This new situation requires a reexamination of:

1. The general and humanities disciplines versus vocational and skills.
2. Sports etc. versus intellectual pursuits and claims to respect and prestige.
3. "Adjustment" courses versus "the disciplines."
4. Quality versus quantity.
5. National security versus other broader considerations as criteria for curricular change needs: the need to produce men and citizens rather than merely technologists.

It has been said that American education must undoubtedly change more in the next ten years than it has in the past one hundred years. We believe that television and radio can play a great role in this change.

They can be developed and applied increasingly in a variety of ways to serve education's best interests, not only by supplementing conventional procedures with new resource, but as an intrinsic element in the synthesis of new and more efficient educational methods. The use of these media to augment and enrich classroom content on a systematic basis integrated with lectures, discussion, textbooks, syllabi and other instruments, holds great promise. Television, not only a communication medium in its own right, is also a vehicle for all the other media, a channel of transmission--a multiplier and a distributor of audio-visual aids, films, sound, and the teacher himself. Radio and television, applied to education's purposes, can make available to the many, a degree of excellence in educational resource heretofore restricted to the few.

A great deal of experimentation and research (with adequate distribution or results) will be necessary, as proposed, to help solve the problems raised as open and closed circuit television and radio come more and more to be used to bear that share of the educational load (and only that share) which each can best and most advantageously sustain.

D. Space Problems: In many areas television and radio are already serving as powerful and economical forces in helping to meet what used to be considered as purely a space shortage. In some cases educational television is proving useful for relieving the strain for new buildings, by making it possible for students, away from the university's campus and buildings, to take courses with no loss in quality of instruction. The new role which correspondence and extension courses can play, now that television and radio are being "discovered," is an important one.

F. In other cases television is able in effect to "remodel" antiquated space arrangements: complicated meters, dials and other instruments which need to be seen or read at the same time, or used together for instruction, can be made to appear side by side on the same screen, saving on sometimes prohibitive costs of transportation, remodeling or redesign.

Studies into the effects of proximity of students with each other, into problems of and alternatives and solutions to, feedback and talkback--these are a few of those problems which need intensive continuing study if space as we have previously thought of it, is to appear in its proper perspective in future educational planning--and if it is to be weighed properly against other solutions in the educational system of tomorrow.

It is for these reasons that both the Research and Engineering Services sections of this request are so concerned with study and service in this area--in cooperation with school facilities councils, architectural organizations and school planners. It is in this area that the uses of radio and television may indeed be most dramatic in their impact.

E. Local Development Balance Needed

In spite of the disadvantages which local differences and control of education in the U.S. bring with them, few educators today would wish to replace this system with one of strong central or national control.

Most other organizations active in the educational television and radio arena are essentially central or national in outlook. Having grown up as an organization of local units, there is little danger that the NAEB will lose its democratic orientation. But local services and emphases must be increased. Assistance with local research, production, engineering and teacher training aspects of television and radio uses must be emphasized if the dangers of a centralized educational system are to be avoided, and channels from the local to the national level are to be kept open so that philosophical and technical discoveries in these media can be shared but not superimposed.

We should repeat that this is not essentially an NAEB or even a radio or television problem: it is a basic educational problem which must be met on a balanced basis if local roots, initiative and support are to be kept dynamic in American education.

F. Other Problems

We should like to mention only two additional problems:

1. Professionalism among educational broadcasters or communicators.

What is eventually needed is a broadcasting profession, with high standards and prescribed qualifications which can and will be enforced. Our request includes a section devoted to this problem. At this point we would only mention it: as a problem of education rather than one merely of broadcasting.

2. Academic Freedom, Controversy and Related Problems

As the numerical balance between enrollees at public and private institutions is altered in favor of the former, as now appears likely, official pressures, oaths, and controls characteristic of public institutions are likely to become increasingly frequent and onerous. Safeguards in this problem must be established and maintained. The tendency

to conformity as a motivation factor in education must be guarded against. Adjustment is not synonymous with intellectual achievement.

Controversy and open discussion, including discussions of such subjects as water and mineral conservation, and many other problems which are unlikely ever to be adequately discussed under our present framework of industry sponsorship and advertising control, are a particular responsibility of educational broadcasting.

Examinations of the value systems of our nation, based on the desirability of continued inflation, rapid replacement of the "obsolete," other-directedness, the heroizing of the "spender" and the "actor" in our economy, provide other illustrations of the kinds of problems which must be attacked. These problems will need to be attacked both within the curricula and in the adult education efforts of education and educational uses of television and radio at all levels as well. Educational television and radio may yet be able to develop the role left vacant by the New England Town Meeting not only in broadcasts to adult out-of-school publics, but within the classroom and on the campus.

II. Specific Request

To help with some of the most pressing of these problems, the NAEB respectfully requests consideration of a five year grant in the amount of \$3,060,500.00 for the following specific purposes. The order of listing of items has no priority significance. However, the final item, providing for funds, office and personnel for administering the other functions listed, is obviously essential.

A. RESEARCH (catalytic, operational and clearing house functions)

\$ 87,700 per year
\$438,500 for 5 years

As guidance for all its other activities, the NAEB has always considered

Research as essential. This item is therefore central to the experimentation, fact-finding and interchange of research findings which are needed if available funds are to be wisely spent.

The NAEB's responsibility for helping to meet the need for a research coordination center has become inescapable. At the recent NAEB Research Seminar, attended by some twelve distinguished educators as well as those research specialists who are in charge of research for the ETV projects and stations of the U.S. and Canada, this obligation was firmly put to the NAEB. One of the statements drafted by this Seminar:

Nationally, an appraisal of the impact of educational broadcasting and its role in the total educational picture awaits development of a comprehensive, integrated, country-wide research program which can be systematically implemented over a period of years. Locally, research personnel connected with educational radio and television stations, production agencies, and closed circuit developments, face frustrating problems resulting from significant and complex needs on the one hand and inadequate financial and human resources on the other.

Reacting to a rising tide of requests from college, university and public school radio-television departments, DAVI, UNESCO, and others, the NAEB Research Seminar, through the NAEB Research Committee, called upon the NAEB to set up a Department of Research, headed by a qualified Research Coordinator. This request is responsive to that need.

This Research Department will coordinate and consolidate the results and significance to education of all studies in closed and open circuit TV and radio; in credit, enrichment and general adult education; in impact and effectiveness in the broadcast discussion, public affairs and instructional areas rather than merely in audience size; in utilization as well as in production; in specific techniques and formats as well as in general uses; in teacher and administrator problems as well as in programming; in international as well as national applications. The

Coordinator of Research will both initiate and coordinate research projects, although the development of local research skills and traditions will be stressed. Such a research clearing house function will insure that the human and financial resources now going into the movement are coordinated and reported so they may all be used to best advantage. It will also insure that applicable research in related fields (psychology, sociology, learning theory, teacher-training, mental health, films, etc.) is reported, distributed and related to that carried on specifically for broadcasting needs.

The budget proposed for this NAEB function is as follows:

*Salary--Coordinator	\$16,500
Salary--Assistant Coordinator	7,700
Salaries--Secretarial	5,500
Travel	4,000
Supplies and Expenses	4,000
Research Grants-in-aid	20,000
Seminars and Workshops	10,000
Annual National Study	15,000
Research Reports	5,000
	<u>\$87,700</u>

*All salary items include retirement and workman's compensation provisions.

B. Teacher and Educational Development and Liaison: integration of television and radio into the total educational effort and framework.

\$ 43,900 per year
\$219,500 for 5 years

This proposal is for funds to provide for the development of services to teachers and administrators of the U.S., in educational uses of television and radio, rather than merely in broadcasting as such. This service would be closely integrated in its functions with both Research as outlined above and Professional Advancement, as listed below.

Through this service, teachers' colleges as well as other universities and colleges would be encouraged and assisted to develop the type of

workshops, courses and training in broadcasting necessary to meet wholly new problems of education and curriculum revision in an electronic age. Initial efforts in this direction have already been undertaken. With funds provided by the current Ford Foundation grant, the NAEB next July is conducting a national seminar on utilization of television and radio in the classroom. Approximately half of the participants will be persons from teacher-training institutions concerned with curriculum planning, teaching methods, and similar courses. Adult education, now too often patterned on schoolroom practices designed for children, would also be an important area in which our assistance would be offered.

For this post, as for others requested, a recognized specialist, not necessarily a broadcaster, will be employed--one qualified to earn and command the respect of educators.

Salary--Coordinator	\$16,500
Salaries--Secretarial	4,100
Travel	3,000
Seminars and Workshops	12,000
Reports	5,000
Supplies and Expenses	3,000
	<u>\$43,900</u>

C. PROFESSIONAL ADVANCEMENT: the development of standards, qualifications and professionalism.

\$107,000 per year
\$535,000 for 5 years

Educational broadcasting is fast becoming a profession. Several hundred educators, persons involved in closed-circuit and teaching projects and production centers, and station staff personnel, from directors and managers to engineers and writers, have already been given significant

professional upgrading through NAEB Scholarships, Workshops, Seminars and on-the-spot consultation assistance made possible by Ford Foundation grants. Because of the growing importance and magnitude of this development, the NAEB Professional Advancement Committee, following the advice of various distinguished consultants, beginning with Professor Harold Lasswell at the NAEB national convention some six years ago, have called for the appointment of a Director of Professional Advancement to coordinate the many professional and training activities which the NAEB is called upon to handle.

The Coordinator requested would work out joint projects with other professional associations. He would work towards the creation of increasingly high professional standards and skills for educational stations and their staffs, codes of operation, and principles of social responsibility which, we believe, could well eventually affect the entire commercial broadcasting industry as well. In such efforts, the cooperation and experience of all other interested organizations would be solicited and used. The NAEB's present Organizational Liaison (Advisory) Committee will be further developed in this connection.

The budget listed below includes \$80,000 per year for seminars, workshops, workshop grants-in-aid, and scholarships not separately budgeted for in the other requests listed above and below.

Salary--Coordinator	\$16,500
Salaries--Secretarial	5,500
Supplies and Expenses	5,000
Consultation Services	20,000
*Scholarships	25,000
Workshops and Seminars	20,000
Workshop Grants-in-Aid	15,000
	<u>\$107,000</u>

*Includes continuation of present minimal grant types (20 per year for average of \$250.00), the addition of Experts in Residence (\$10,000.00) and foreign exchange study grants (\$10,000.00)

D. PROGRAM DEVELOPMENT: experimentation, coordination and distribution.

\$ 96,100 per year
\$480,500 for 5 years

For the past seven years the NAEB has operated the NAEB Radio Network, serving more than 100 radio stations owned and operated by colleges, universities and public school systems, distributing programs by magnetic tape. At first supported by the W. K. Kellogg Foundation, this activity (as noted below) is now supported on a minimal operational basis by member assessments. The network serves a dual function and offers two program services.

1. It provides America's only "third" program service--comparable to the nationwide television programming service of the Educational Television and Radio Center, drawing on both national and international resources on a wide scale.
2. It offers a specific in-school program service primarily of stations operated by boards of education.

It is this latter portion of our service which is stimulating the most demand for expansion and improvement.

However, the growing national need generally also requires considerable expansion if a service adequate to meet the increased needs of today is to be developed. The present request makes provision, for the first time, for a program director-coordinator who will handle both national and international exchange development. Such a procedure will make possible the distribution of far more significant programs than are at present possible, with both better technical quality and increased educational utilization. (See request for equipment below.)

The coordinator of program development would, with his staff: Provide program coordination (for local programming only, avoiding the Network

ETV program functions of the ETRC) in TV as well as radio, as coordinated media. Operate the NAEB Radio Network, including the handling of international exchange programs, which the NAEB is uniquely equipped to secure from the grass roots of America.

The sum requested for this service would be allocated as follows:

Salary--Coordinator and Program Director	\$ 9,200
Salary--Network Manager	6,600
Salaries--Network Personnel (tape duplicator operation)	22,600
Salary--Secretarial	3,700
Travel	2,000
Supplies and Expenses (including tapes)	20,000
Program Grants (radio, domestic)	40,000
Program Exchange (radio, foreign)	20,000
Equipment maintenance	4,000
Reports	2,000
Total needed per year	<u>\$130,100</u>
Less Estimated Income from Network Members	34,000
Total requested	<u>\$ 96,100</u>

E. REQUEST FOR EQUIPMENT FUNDS: \$38,000.00 (non-recurring)

In addition to the above five year budget, we hereby request \$38,000 to provide for the purchase of new tape duplicating equipment to replace present mass duplicators. Such equipment is essential if the nation's only educational radio network service is to be maintained, or expanded, to meet increased needs. Many of these needs must be met by radio, as is already illustrated in many areas where TV station facilities are already taxed to the breaking point, with the flood of students and pressures still over the horizon. This equipment will also be used for engineering research development as well.

Total requested: \$38,000.00

F. NATIONAL MEMBER SERVICES: the central office function in the national general service area.

\$ 48,100 per year
\$240,500 for 5 years

Adequate resources will make possible the development of services so far barely suggested, and the tapping of institutional and educational potentials not now adequately exploited.

This item would provide funds for editorial personnel and the adequate distribution of materials needed (workshop, research and seminar and utilization materials). It would also make it possible for the NAEB Newsletter and Journal, established publications, both of which provide unique data on instructional radio and television, to serve more adequately as vehicles of ideas, research and committee reporting; the coordination and elucidation functions generally which the nation needs; and to insure their distribution to general educational rather than only educational broadcasting personnel in the U.S. and abroad.

Requested therefore are funds as follows:

Salary---Coordinator	\$11,000
Salaries---Information and Editorial Services	11,900
Salary---Placement Officer	5,300
Salaries---Secretarial	4,400
Travel	2,000
Supplies and Expenses	2,000
Regional Meetings (partial support only)	1,500
Reports, surveys	10,000
	<hr/>
	\$48,100

G. TECHNICAL AND ENGINEERING

\$ 28,700 per year
\$143,500 for 5 years

This service was established in 1954 by a grant from the FAE and continued by Ford grants in 1956 and 1957. Educational Broadcasting is quite different from commercial broadcasting both in the type of technical personnel needed and the nature and objectives of the operation itself. The need for educational emphasis and concept on the part of the technical staff is especially important. Engineering, working with production,

can engage in its most creative experimentation at educational stations and production centers. This potential has not been fully realized, principally because the past Engineering Service grants have been on a year to year basis which does not permit planning for long range and continuing projects.

This request therefore is for funds to continue the present Engineering Service with its consultation and developmental assistance, and experimentation, principally in television, but also in radio. This area of need is a continuing and important one especially with the growing use of closed circuit television for instructional purposes. This will provide for continuing engineering assistance to stations* and closed circuit installations in being and in planning stages, for kinescope and other video recording problems, space and architectural planning assistance for studios, studios leading to land-line networks; closed circuit distribution and microwave experimentation, for radio and/or TV stations; FCC technical relations; for technical workshops (budgeted under Professional Advancement); and for the dissemination of technical information to engineering personnel. Out of this service should grow a positive program for the distribution of instructional materials nationally on the most economical basis.

Salary--Coordinator	\$16,000
Salary--Secretarial	3,700
Travel	4,000
Supplies and Expenses	2,000
Reports, Surveys	3,000
	<u>\$28,700</u>

*Approximately two-thirds of the television channels reserved for educational use are in the UHF spectrum and present special problems of transmission and reception. Since "open circuit" instruction in most parts of the nation can only be achieved with the successful activation of these stations, technical attention to these areas is critical.

H. STATION ACTIVATION: a combined effort to activate stations in time to preserve frequencies as an educational resource for the future.

\$100,000 per year
\$500,000 for 5 years

If educational television's and radio's potentials for education are to be realized fully, there must be more stations. Otherwise the dream of the nation's leading educators for full use of the electronic media, for what each can best do, will come to naught. In response to the warnings of the Federal Communications Commission, and the concerns and warnings of many of the nation's most thoughtful educators, concerned lest closed-circuit become American education's only alternative in many areas, managers of ETV stations attending the NAEB's 1957 Allerton House ETV Management Seminar unanimously voted rapid and wide-spread activation of additional ETV stations throughout the U.S. as one of education's most pressing needs particularly since instructional television can be made available to most of America's small towns and its rural areas only by "open circuit" broadcasting over an educational television station.

The present request grows also out of other requests presented to the NAEB (by the Southern Regional Education Board, and others) urging that "immediate and simultaneous efforts be undertaken to activate channels on a nation-wide basis, utilizing all available resources, NAEB, JCET, ETRC, SREB, and all the additional resources which may be marshalled."

The specific mechanism and procedure recommended towards this end is as follows:

1. Appointment of a national coordinator and chairman, with regional coordinators who together will constitute the NAEB Television Development Committee.
2. The committee will make consultants available, upon request, to communities and institutions which need help in the development of educational

television stations and projects to help solve the educational problems of the community concerned.

3. Consultants shall advise, assist and instruct the local persons in the foundation of a corporation or organization, approach sources for funds, plan station programming, advise on equipment, aid in application filing, and remain to assist until the station is in operation.
4. The principle of regional and local recruitment of consultants shall be followed.

The present proposal will bring to bear on this problem, in a concentrated five-year effort, the best minds and experience available in the U.S. It is our belief that each activation will cost, in consultant manpower and expense, some 6 months to 1 year, at an estimated \$15,000.00-\$20,000.00 per station. Five to ten stations per year should be possible of activation on this basis, or a total of 50 to 100 additional ETV stations within the next five years. These are stations which would not otherwise be activated.

Budget explanation: For consultant fees, expenses and travel, on a \$1,000 per month plus expenses basis (any balances to be returned):

\$100,000.00 per year

1. NAEB ADMINISTRATION: Office space, staff and facilities, \$102,500 per year (\$55,000.00 the first year), \$465,000 for five years (\$512,500 minus \$47,500. See below).

If the above projects are to be carried out adequately, adequate administrative support and supervision are obviously essential.

This portion of our request makes provision for the continuance of the central NAEB office necessary to administer its many educational activities. Without this the NAEB would be unable to provide the space and other support

necessary to implement the other activities listed.

Salary--Executive Director	\$ 19,800
Salary--Associate Director	13,200
Salary--Administrative Officer	12,000
Salaries--Secretarial	21,500
Travel (Staff, Officers, Committees)	8,500
Supplies and Expenses	6,000
Rental-lease, building maintenance	15,000
Equipment Maintenance	1,000
Reports	3,000
Contingencies	2,500
	<u>\$102,500</u>

Note: Because of the continuance of the terminal W. K. Kellogg Foundation eight-year grant through June 30, 1959, certain salary, travel and expense items indicated above would not begin until July 1, 1959. The first year's grant would therefore be less by \$47,500 than that for later years, i.e., \$55,000 rather than \$102,500.

CONCLUSION

This request is made in its present form after the most serious and mature discussion in several meetings of the NAEB Board of Directors and consultation with numerous recognized educational leaders, both nationally and internationally known.

It is based on the premise that half-measures are inadequate if this nation's educational and leadership responsibilities in our day are to be met adequately. It is our belief also that television and radio, as educational instruments, properly conceived, integrated, supported and used, can assist greatly in this effort.

The next five to ten years will be critical ones, both for American education and educational broadcasting. Nothing less than an adequately coordinated, adequately financed national effort can accomplish the task which must be done.

As Alfred North Whitehead has said: "The novel pace of progress requires a greater force of direction if disasters are to be avoided."

The eyes and ears of millions of people in new-born and backward nations are turned to us. How we use mass media in our present situation will in part determine whether or not we as a nation deserve or continue to exercise world leadership.

As Dr. Tor Gjesdal, of UNESCO, stated it at our last national convention: "If you ever wish to give a lead to the world in the enlightened use of the mass media, this is the place to do it, and this is the time."

It is because we feel that we must bear our share of this responsibility in both the national and international arena that the present request is submitted. Responsibly used and wisely organized, we believe that both educational television and radio can serve our nation and the world well. We pledge such use.

APPENDIX 1: Brief Description of the NAEB and its Functions

The National Association of Educational Broadcasters was formed in 1925. With expanded staff and services made possible in recent years by grants from the Ford Foundation, the Fund for Adult Education and the W. L. Kellogg Foundation, the NAEB now serves in three capacities.

First, as a "trade association," the NAEB provides numerous services to the 227 educational radio and television stations and production centers comprising the bulk of the Association membership. (In addition 54 educational and public service institutions and organizations not actively engaged in broadcasting are Affiliate members and approximately 300 persons from the fields of broadcasting, education and related fields are Individual members.) Members may avail themselves of the services of a TV engineer, a management relations consultant, legal counsel, a job placement service, and consultant services in various fields who will visit educational TV stations for several days to help with particular problems facing the stations. The staff spends a major portion of its time handling requests for information, publications, research data, program materials, and other materials and services from non-members as well as members. The NAEB Newsletter is published monthly, the NAEB Journal eight times a year, and the Engineering Newsletter is sent free quarterly to all technical personnel at member stations and production centers.

Secondly, the NAEB is a "professional association," and as such devotes a great deal of time and money to increasing the professional stature and abilities of

individuals engaged in educational broadcasting. In the past six years several hundred members of educational radio and television staffs and operations have attended conferences, seminars, and workshops sponsored and managed by the NAEB. These meetings have explored the social role of the educational broadcaster; provided detailed instruction in production, writing, engineering, staging and lighting, and program planning; and given station managers an opportunity to meet together to discuss common problems and possible solutions. In addition, encouraging progress has been made in recent years toward bringing about a realization on the part of both members and educators generally that educational broadcasters are primarily educators -- that they are broadcasters only secondarily and that radio and television are only instruments that may be used for bringing education and culture to persons of all ages.

Thirdly, as a "program source," the NAEB provides several hours of programming each week to member stations subscribing to the NAEB Radio Network Service. By means of tape recordings, duplicated on special mass duplicating equipment, the Network has distributed thousands of hours of educational programming since its inception in 1950.

(A fuller statement regarding the NAEB was prepared for the Ford Foundation and forwarded March 1, 1957.)

The present document is based on certain principles and beliefs which it is well to state at the outset:

- 1) The educational "crisis" of the U. S. has not been created, but only further dramatized, by Sputnik and other recent developments.
- 2) Education is bigger than radio or television; the latter are considered by the NAEB, in its use of them, as tools and instruments of organized education, to be used responsibly, subject to the highest standards which education can devise.
- 3) Recent developments and efforts illustrate the need for organization and integrated leadership if education is to maintain its balance, gain in respect, and make wise use of new techniques and tools. As Alfred North Whitehead said much earlier: "The novel pace of progress requires a greater force of direction if disasters are to be avoided."
- 4) We need to develop a philosophy, and sets of standards and principles, which will enable us to meet, quickly and adequately, the immense responsibilities of television and radio as important instruments of our age.
- 5) Every movement depends upon the people who make it up. It will not be Washington, Ann Arbor, New York or Urbana offices or organizations, or even funds alone, which will make educational broadcasting an integral part of American education, or a respected and dependable alternate broadcasting service for the U. S.

[It will be people with courage, standards, and ideals: not a separate corps of "broadcasters," but professional, qualified educators who understand broadcast implications, tools and techniques. It will be professional educators with the highest possible social and educational concerns and goals. It will be people who feel a responsibility to help explain the complexities of today in ways that will make intelligent decision-making possible and the involving of the most intelligent minds in the U. S. in international, national and local decision-making.

It will be people who can help reestablish, unashamedly, respect for the intellectual and intellectual effort ... in the humanities as well as in science. It will be people with the courage to take issue with nonsense -- people who feel that controversy is not necessarily bad -- that open, intelligent, concerned discussion of controversial problems is essential if we are to challenge the people of our nation to intelligent problem-solving. It will be people who believe our educational, social, cultural and economic systems are to be used, influenced, and kept dynamic for the greatest good of our people ---- not merely be complied with or adjusted to.]

6) If these objectives are to be achieved, our Association must be transformed into a nation-wide movement and effort, guided by and listening to the best minds in our nation. As educators and educational leaders we must here propose, and resolve to perform, in a manner worthy of the needs of our age --- or abdicate to others who can and will do so.

7) We need to counteract the concept of education, now so often falsely conceived of as odd bits of information or culture, or "success gimmicks" aimed at increasing the individual's income-earning potential or popularity.

We need to resist the concept of science as essentially "vocational education." We need to think of education as an organized, life-long effort, to enable man to realize as richly and fully as possible, his full human potential for citizenship in a free society.

8) The eyes of millions of people in new-born and backward nations are on us. They look to us for leadership.

How we use mass media in our present situation will in part determine whether or not we as a nation deserve or continue to exercise world leadership. The influence which educational television and radio (if adequately developed) can exert in this total problem should not be under-estimated.

9) Though far behind us in this area now, within the next ten years, it is our belief that Russia will be illustrating to the world what can be done with radio and television as a part of their educational system. We would hope that it will not take a Sputnik in this educational area as well, to awaken us, and cause us to become organized in making maximum use of our presently superior electronic resources.

10) There can be no serious question in the minds of intelligent people regarding the superiority of democracy, based on belief in the importance of the individual. But, to quote Woodrow Wilson: "Democratic institutions are never done--- It is a strenuous thing this of living the life of a free people; and we cannot escape the burden of our inheritance."

However small the part we can play in meeting the educational needs of our nation and the world may be, we must meet it wisely, courageously, and promptly.

HJS/dc

January 17, 1958

NAEB Headquarters

INTERIM FORD REQUEST SUGGESTIONS

On an interim basis for either

- A) A full year or
- B) A six months' basis (which would put us on the same calendar year basis as the ETRC and JCET)

I Suggest (all figures annual)

A. Renewal of

Engineering Service (Bidlack service and secretary)	\$30,000.00
Management Consultation Service (Novik)	4,000.00
Seminars and Workshops (run by NARB)	24,000.00
Placement (as at present only)	5,000.00
*Fellowships and Scholarships	10,000.00
Grants-in-Aid for ETV Workshops	18,000.00
	<u>\$91,000.00</u>

B. New

- 1. Activation Project (replaces and/or includes present consultation service) \$50,000.00
(This needs to be large enough to set up a structure or mechanism, or it would never be well-enough organized to be effective).

		Salaries and Expenses	Space Rental	Total
** 2.	Research	\$30,000.00	\$1,500.00	\$31,500.00
** 3.	Program Director	30,000.00	1,500.00	31,500.00
** 4.	Editorial	25,000.00	1,500.00	26,500.00
				<u>\$230,500.00</u>

Add: One-time only, non-recurring, for
tape duplication equipment \$38,000.00

Total, first year only \$268,500.00

* To be revamped to allow larger grants---and possible foreign exchange, as with BBC and others where Fulbright and other programs could be supplemented.

** These would be on same basis as engineering---salary, travel, secretarial, and supplies and expenses, plus rental (since there is no space for them where we are now housed).

Alternate suggestion (for renewal only
of current grant) as follows:

Engineering Services	\$30,000.00
Management Consultation Service	4,000.00
ETV Seminars and Workshop	24,000.00
Placement Service	5,000.00
Fellowships and Scholarships	10,000.00
ETV Workshop Grants-in-Aid	18,000.00
TV Consultation Service	6,000.00
	<u>\$97,000.00</u>

Of each, 5% would again, we hope, be available for administrative expenses. All salaries include social security.

Editorial was added (in first alternative suggested) in view of the demand and load, and the number of publishable materials not now being moved — some nearly two years old.

H. J. Skornia:dfc
May 5, 1958

Sent to Hull and Paulu, May 3, 1958

MEMORANDUM RECEIVED
RADIO STATION

January 14, 1958

JAN 15 2 33 PM 1957

To: Gertrude Broderick, Henry Chadeayne, Franklin Dunham, Harold Hill, Richard Hull, Leonard Marks, James Miles, Edward Rosenheim, Frank Schooley, Harry J. Skornia
From: Burton Paulu

Here, all wrapped up in one omnibus memorandum, is a review of the schedule we will be following during the period January 19 through 23, 1958.

Sunday, January 19. Rosenheim, Skornia and Paulu travel to Ann Arbor. Reservations (I understand) have been made at the Michigan Union by Ray Stanley. (If you haven't heard about yours, better get in touch with Ray; he wrote confirming mine. I arrive at Willow Run at 8:30 p.m. on Northwest Airlines #312, and shall take a cab to Ann Arbor alone unless I hear from one of you that you are arriving about the same time.)

Will Rosenheim and Skornia try to call me in my room about 10:00 p.m.? We cannot meet before then because of previous appointments by Skornia, but we then can meet for a few minutes.

Monday, January 20. Breakfast together at 8:30 to prepare for later meeting with ETRC personnel. Rest of day as required with ETRC.

Travel to Chicago that evening (I take American Airlines #781, leaving Willow Run at 6:25 and arriving Chicago Midway at 6:50 p.m.).

Stay at Del Prado Monday evening; reservations made by Headquarters.

Tuesday, January 21. Meeting of Foundation and Finance Committee all day (starting at 9:30 a.m.) at Del Prado (Chadeayne, Hill, Hull, Miles, Paulu, Schooley, Skornia).

Hull, Skornia, Paulu travel to Washington Tuesday evening on Capitol #16, leaving Chicago 6:00 p.m., arriving Washington 9:08 p.m. (Availability of space determined by Headquarters; each traveler to make own reservations with Capitol, however). In Washington, stay at Dupont Plaza. Reservations made by Steetle at Paulu's request; three singles for January 21; Paulu alone for January 22.

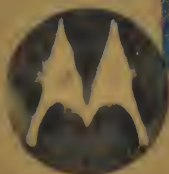
Wednesday, January 22. Meeting in Washington (starting at 9:30 a.m., place to be announced) of ad hoc steering committee (Broderick, Dunham, Hull, Marks, Paulu, Skornia) to plan Washington meeting. Wednesday evening: Hull and Skornia depart Washington.

Thursday, January 23. Paulu at JCET meeting; returns to Minneapolis that evening on Capitol #119, leaving Washington 5:45; arriving Minneapolis 9:17 p.m.

BP:ds

NOTE by Skornia: This is of interest to Item 7, Page 8, of Foundation Request Draft.

DOCUMENT 3



January 14, 1958

Dr. Harry J. Skornia, Executive Director,
National Association of Educational Broadcasters
14 Gregory Hall
Urbana, Illinois

Dear Doctor Skornia,

Your letter of January 2 was shared by a number of us at Motorola and I thank you for it. Its message was reassuring; it gave promise of action in areas that need development.

News releases of the past few weeks on the proposals for federal aid to education have been disturbing. No mention is being made of the use of television or radio as aids in making up for lost time in certain subject areas. Instead, an inadequate and slow moving program of scholarships has been suggested. This to my thinking, is like going back to the horse and buggy for transportation at a time when we have jet planes at our disposal.

In following the accounts of business conducted by the Association of American Colleges in its meeting in Miami last week, there was additional disappointment. Apparently the time given over to the bitter debate on federal aid precluded any significant consideration of the use of new methods for instruction.

These situations do bother me; and I am certain they are cause for comment and concern by people like you. In a country familiar with the techniques of heavy voiced lobbies I am wondering whether the individual voices of NAEB, JCET, CET, and the EIA (Our own industrial group - formerly RETMA) have been heard at all!

In view of these recent happenings it is difficult to make an extensive list on the ways NAEB can be more helpful to industry (as suggested in your follow-up letter of January 7). Rather I would suggest that the NAEB direct its efforts to bringing American school leaders up to date.

It is with no lack of respect that I observe that some educators have long been sacrosanct in our country. With the protective mantle of "democracy" they have been free to accept new ideas or to reject them, often with no more reason than that dictated by personal whim.

I want to be certain that I am not classed with the "finger shakers" who want to blame our school leaders for the ills of our society. Their assignment is tremendous. I ask only that there be some evidence of unbiased thinking on the solutions for our national problems. How can educators approach industry for help when there is so little evidence of the joint meeting of their own minds?

I hope that you will pardon my use of the NAEB as a sounding board. I get a little weary of platitudes and loose talk and again I have taken advantage of your invitation to be blunt.

Sincerely yours,

MOTOROLA INC.

Philip A. Jacobson, Manager
Educational Television Research

PAJ:mao

for foundation meeting

NAEB HEADQUARTERS
14 Gregory Hall
Urbana, Illinois

TO: Dick Hull
Henry Chadeayne
Harold Hill
Jim Miles
Burton Paulu
Frank Schooley ✓

FROM: H. J. Skornia *H. Sk*

DATE: January 15, 1958

Under various pressures which I won't bore you with, some things have gone to you in some haste, without adequate explanatory notes, or checking, the last two days.

The meeting, as discussed with you all, is at the Del Prado Hotel, Tuesday, January 21 at 9:30 AM. A meeting room has been reserved. We hope to be finished by about 4:00 PM.

Yesterday two "Documents" were sent you. These are in essence appendices, the item number referring to the item numbers listed in the Draft Request sent you earlier. These "Documents" were received after the Request draft was sent; otherwise they would have been included.

I am attaching herewith one more such document -- from Motorola.

See you Tuesday,

HJS:jg
Enclosure

To: Henry Chadeayne
Jim Miles

From: H. J. Skornia

Date: January 14, 1958

For your quick perusal prior to ^{Wednesday's} Friday's meeting at the Del Prado, herewith:

- (1) copy of Kellogg Grant letter covering the present period.
- (2) copy of main section of Ford Foundation grant for last year. Except for minor changes in amounts (as I've marked in ink), this applies for this year too.
- (3) "The NAEB and its Services" (to appear in February NAEB Journal in slightly expanded form).
- (4) Proposed (now approved) Budget for NAEB Headquarters.
- (5) Outline of Services and Organization Under Proposed Expansion

These have previously been distributed to Hull, Schooley and Paulu as part of Board Reports and Agendas. I trust these gentlemen will bring their own files on this.

CC: Dick Hall
Burton Paulu
Frank Schooley ✓
Harold Hill

HJS/jw

Frank Schooley

January 29, 1958

Mr. Richard Hull, Chairman
NAEB Foundations and Financing Committee
Station WOSU
The Ohio State University
Communications Lab
Columbus 10, Ohio

Dear Dick:

Attached is the redraft of the Foundation Request. It is understood that this may only be taken along to the meeting with Weiss -- not necessarily left with him in its present form. However, we wanted to get you and all Committee members a copy of it to see how we incorporated the excellent suggestions you all made. We certainly tried.

I imagine you will now want to contact Weiss as soon as possible for a date when he can meet with you, Paulu, and me. I'll be in New York January 29-31, and if I have occasion to talk to John Weiss about another matter which I may, I may ask informally about deadline dates, to be sure we don't miss out because of a few days one way or another. But this won't be the official contact, which will be from you.

This is written before leaving town again, and before the request draft has been fully typed and run. Harold Hill will keep on top of it though, and I expect this should reach you all by Monday.

Sincerely,

Harry J. Schooley

Harry J. Schooley
Executive Director

HJS/dfc

CC: Frank Schooley ✓
Burton Paulu
Henry Chadeayne
James Miles
Harold Hill

RECEIVED
RADIO STATION

MAR 4 2 20 PM 1958

March 1, 1958

WILL & WJUC
UNIVERSITY OF ILLINOIS

Mr. John Weiss, Vice-President
The Fund for Advancement of Education
477 Madison Avenue
New York 22, New York

Dear John:

This is to report that Harry Skornia has now completed the first draft of a new NAEB proposal for submission to the Ford Foundation. Burton Paula, Skornia and I will be giving the material an intensive review during the next several weeks. As quickly as a final and formal document can be prepared we will put it in your hands.

On behalf of all of us may I thank you for your interest and your careful and considered reactions to our preliminary draft proposal. They were extremely helpful. You were most generous with your time, and we are grateful for it.

You may be interested in a brief account of our Washington activities. You recall we had discussed the possibility of a national "overview and directions" session on ETV to be called by the U. S. Office of Education and the NAEB (with the 1950 ETV meeting before the channel reservations as a precedent).

You recall it was this meeting which brought the JCET into being. Now nearly 8 years later we felt it was time to try to re-appraise and assess the directions and the goals in education to which television is being applied.

We spent two days with Franklin Dunham and Gertrude Broderick who report the U. S. Office of Education will not only officially sanction such a meeting, but has a great deal of enthusiasm about it. Dates have been set (May 26, 27 and 28) and official invitations from the U. S. Office of Education will be forthcoming shortly. We would hope that you, Dr. Stoddard, and others can plan to attend.

Dr. Arthur Adams of the American Council on Education signified his interest in having the Council participate and offered the services of the Council's television committee staff toward this end. (Under the joint sponsorship of NAEB and the U. S. Office the Council would be a participant, not a host, and one of the previous rationales whereby the NAEB, the JCET, the ETRC, etc. would ask the Council itself to participate, does not now prevail).

Steetle expressed his interest in such a meeting and pledged his support on behalf of JCET.

Newburn was informed about the meeting and the ETRC invited to attend and participate but is reported not to have committed himself one way or the other.

Next week ETV managers from ETRC affiliate stations are meeting in Biloxi, Mississippi for a general look at "ETV futures," and some useful thinking may come out of this session. I will try to report any developments which may be of interest to you.

Best wishes,

Sincerely,

Richard B. Hull
Chairman NAEB Foundation Committee

RBH:ah

cc: Burton Paulu
Frank Schooley
Henry Cheydeyne
James Miles
Harry Skornia

THE FORD FOUNDATION
477 MADISON AVENUE
NEW YORK 22, N. Y.

MAR 10 9 March 6, 1958

Mr. Richard B. Hull
Chairman NAEB Foundation Committee
14 Gregory Hall
Urbana, Illinois

WILL & WILCO
UNIVERSITY OF ILLINOIS

Dear Dick:

Thanks for your good note of March 1st. I shall be happy to talk with any or all of you about the NAEB situation at your convenience. I am also glad to have word about the projected meeting late in May which you are planning to hold. So far as I know the three days you have selected do not conflict with any other commitments although there is a possibility that I may have to be out of the country at that time.

At a risk of being a bore I can only reiterate one of the observations which I made to you when you were in the office a few days ago. With respect to the meeting I should say that I am much less concerned with the auspices and the mechanics of invitations and sponsorship than I am with what may be accomplished therefrom. Whether or not the meeting is a success seems to me to depend on whether or not the agenda is addressed to fundamentals more than whether specific organizations or indeed even individuals participate.

It was good to have the opportunity to talk with you and I trust that it will not be so long before we get together again.

Sincerely,

John K. Weiss
Education Program

cc: Burton Paulu
Frank Schooley ✓
Henry Cheydeyne
James Miles
Harry Skornia

COPY

Marked by HEH

REQUEST OF THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
TO THE FORD FOUNDATION

DRAFT
3/14/58

DRAFT
3/14/58

I. The Problem

During the past few years the pressures on both American education and the new instruments and techniques of communication becoming available for its use have greatly multiplied. These education-directed pressures have been felt increasingly by the NAEB: from its rapidly growing membership; from other educational associations in the U. S.; and from national and international groups abroad. The present request is responsive to those pressures and the growing needs of education, whose problems pose a crisis of method as well as of content --- of quality as well as of quantity.

7 Among the important problems of education generally are many in the solution of which we believe we are in a position to be of assistance. These include in-school and formal education problems related to students, teachers, curriculum, space, and other problems. They also include general adult education problems, since many of today's problems can not wait for the education and maturation of a new generation. Some of the problems of most concern to us are set forth below.

A. Student-related problems:

1. The flood of students: The sheer number of students passing through elementary and secondary schools, enroute to colleges and universities in increasing proportions, represents one of the greatest problems of our time and educational system. Yet in ^{our} ~~a~~ system of mass education, ~~where all children must have equal rights at least to an opportunity to be educated,~~ the problem must be met, ^{but} ~~We believe it can be,~~ ^{not} ~~but not merely with either~~ traditional buildings, tools or approaches.

~~The need to learn more today, more rapidly than ever before, imposes new demands not only on the learning capacities of our children and adults but also on the efficiency of our educational and communications systems. In this situation, maximum opportunity for education as well as maximum quality of education must be maintained -- or rather achieved. For we have less to fear from competition at the quantitative than at the qualitative level, if we are to find the correct answers to the challenges which the last few months have revealed.~~

We believe the instruments in which we are specialists --- educational television and radio --- offer great promise of finding part of the answer ~~to this problem of numbers. We believe this can be done~~ without lowering educational standards. In fact ~~we believe~~ television and radio may become the instruments which stimulate a reexamination out of which may come a considerable raising of educational and teaching standards.

2. Mobility of school population is another serious problem of our age, with which we believe our skills, resources and experience can be of assistance. There are schools in the Chicago area, for example, where the turnover in school population exceeds one hundred percent per year. The effect on students of having to attempt to adjust both educationally and socially to several different and often confusingly varied educational systems, teachers, curricula, methods and environments in a single year is seen in records of school and other failures, ~~and other statistics~~. We believe that educational television and radio, which can cross geographical boundaries and reconcile curricular differences, offer considerable promise in such a situation, if both closed and open circuit aspects are fully developed and balanced, and if

both television and radio are used.

Although ~~we should like to make clear that~~ we do not favor educational "standardization" as such, it is our belief that TV and radio "schools of the air" can assist in the solution of many of the problems which mobility of population brings about. Ninety-seven percent of the schools of Wisconsin, for instance, now use the Wisconsin Radio "School of the Air" programs. Comparable developments in other states, and between states, both by radio and television, need developing. The NAEB is interested in continuing its leadership and pioneering efforts in stimulating and assisting such developments.

3. The problem of gifted and other special students and individual differences is one which American education has so far found most difficult to meet adequately, ~~with present tools and procedures. In a nation and public school system where over half the children are, by definition, of or below average intelligence,~~ few schools are able to maintain open channels and special provision for the maximum development of the unusual few. Yet it is probably precisely their maximum development, above all, that we need.

We believe that radio and TV offer great promise for broadening the base of education enough to make possible special courses and programs for:

- (a) Gifted students and students of unequal ability generally (by providing additional tools ~~to be used~~ to meet the problem).
- (b) The crippled, institutionalized, mentally and/or physically ill and others presently neglected because of the cost of present outmoded measures now used to attempt to meet their needs.

(c) Numerous other special interest groups many of which are now frequently not even identified, because of the pressures on the teachers to whom they have access.

4. Other problems. The above are only a few of the student-related problems with which television and radio, educationally used, can be of genuine value. There are many others.

Many of the children in our schools spend more time before television sets or listening to disc jockeys on the radio, than in the classroom or in any other single activity. Yet there are few if any courses in critical listening or viewing, comparable to the courses attempted in critical evaluations of our written communications media. This is an area in which our assistance and leadership are needed, and one in which we are exerting increasing efforts.

The attitudes, habits, and characteristics of these children raise special problems of discipline, interest, initiative, activity versus inactivity, life value systems, relations with their peers and many other types. They also raise problems of methodology for teachers and administrators at a time when a good student may learn from a single television documentary what traditional curricula used to take, or may still take, weeks to teach. We believe that we are particularly obligated and qualified to assist in the solution of such problems as these --- to suggest only a few.

B. Teacher-related problems

Many of the most acute problems of our educational system are traceable to the number, qualifications, status, rights and security of the teaching profession in the U. S. The commonly accepted principle whereby it was considered legitimate for industry to take

out of the teaching profession many of our best minds, through offers of greater remuneration and other fringe benefits, has left our schools decimated at their most crucial area of need. ~~It has left many of our schools with no one, or too few good teachers, to teach the next generation of scientists, humanists, teachers and businessmen.~~ The principal problems in this area might be listed as follows:

1. The Teacher Shortage, as far as actual numbers is concerned, is undoubtedly one of the most conspicuous problems we have. ~~from the point of view of the schools themselves. And although this shortage is one which was not caused by the schools themselves, but rather by society, industry and the sense of values of the American public generally, it must still be met.~~

We believe that educational television and radio, properly used, can help in the solution of this problem in several respects:

- a) By providing new tools and methods for in-service training and the training of new teachers
- b) By helping to increase the prestige of and respect for good teachers --- which should increase the appeal of education as a career for more and better people.
- c) By increasing the efficiency of teachers generally. ~~This aspect of teaching has been long overdue for scrutiny in any case.~~ (See also item ⁴ below). We believe that with such increased efficiency and productiveness as television and radio make possible, will come the possibility, gradually, of securing higher salaries and better working conditions generally for educators.

- d) By providing a mechanism of distribution whereby, on a "lend-lease", consultant, or special talent basis, the best minds in industry or anywhere in the nation ~~(many of whom were formerly educators)~~ may be used to help teach and inspire the students of the U. S. Frequently the programs so developed may be re-usable in recorded form.
- e) By the redeployment of regular teacher resources, which these electronic tools make possible, and the revision of curricular and class-size concepts which will also result from radio and television use.

2. Counseling, Guidance, and Testing

These are functions which require a great deal of time, capably trained teachers, and adequate measuring instruments and procedures. In many cases they are not now adequately done because of the pressures of other, frequently routine, functions which teachers must perform to the limit of their time, ability and energy.

We believe that radio and television can ~~not only~~ be of great assistance in this problem indirectly, by enabling teachers to do other things more efficiently, ^{and} ~~but~~ also directly. Already television and radio have been used for providing more standard environmental situations for students being tested than had been possible previously. And with the additional research which must be brought to bear in this important area, many other uses will be found as well. ~~Although this is a relatively new field for radio and television uses, it is an important one, which we are most interested in, and intent upon assisting education to develop.~~

3. Instructional quality. We believe that television and radio, as new tools, should make possible considerable improvement in quality of instruction. ~~In most cases experiments in the uses of~~

~~television for instruction have been satisfied to claim results~~
~~"as good as" by traditional methods. Actually far higher quality~~
~~than that now traditionally found in American education is needed~~
~~if we are to meet the challenge of our time.~~ The comprehensive
 development and refinement of techniques to achieve such improved
 quality is one of our principal objectives.

4. Teacher Efficiency

Henry David, in Teachers College Record, says: "I venture the
 assertion that teachers constitute the most unwisely utilized
 professional group in this country. The ablest and poorest of
 them are utilized in exactly the same fashion."

Paul E. Elicker of the National Association of Secondary
 School Principals of the NEA declares "we must find new and
 effective teaching techniques."

A large part of the NAEB's present request is for the study
 of this problem, as it relates to television and radio and in
 cooperation with the principal other organizations concerned. For
 television, particularly, has already revealed revolutionary powers
 of multiplying a good teacher's impact, usefulness and effectiveness.

The wise development of this potential is one of the NAEB's
 greatest interests. It is also one which the NAEB would consider
 it unthinkable to undertake on any but a thorough basis or with-
 out the full cooperation of the other groups listed below in the
Research and Teacher and Educational Development sections of this
 request.

C. Curriculum Problems: The Johns Hopkins University seriously hopes to reduce by two years the time needed for training the medical profession. Similar bold changes have been announced by others. Equivalent changes can and must be examined and considered for many stages of education, if present and future needs are to be met. Less and less of what the student needs to know as an adult in order to meet the new problems which each year brings, can be given him in advance. Hence "continuing education" takes on new importance. This new situation requires a re-examination of:

1. The general and humanities disciplines versus the vocational and skills aspects of education as presently viewed.
2. Educational "emphasis" in many respects:
 - (a) sports etc. versus intellectual pursuits and claims to respect and prestige.
 - (b) "Adjustment" courses versus "the disciplines."
 - (c) Facts and answers versus education, knowledge, intellectual curiosity, maturity and judgement.
 - (d) Quality versus quantity.
 - (e) National security versus other broader considerations as criteria for curricular change needs: the need to produce men and citizens rather than merely technologists.

It has been said that American education must undoubtedly change more in the next ten years than it has in the past one hundred years. We believe that the availability of television and radio as new tools can indeed have tremendous effects and play a great role in this change, comparable only to the impact of the introduction of books as primary educational tools.

Increasingly textbooks and printed media generally are found inadequate, as economically as educators would wish, to keep up with the rapid changes now occurring in nearly all subjects. Television and radio can increasingly be developed to serve education's best interests as supplements of the proper type to textbooks, syllabi, lectures, audio-visual aids and all the other instruments, media and procedures of education.

We believe that one of the broad problems of education is what to do about TV and radio as educational tools: how to make them and keep them integral and fundamental tools of education. In the present pressures, closed circuit too often causes educators to forget open circuit; television too often causes us to forget what radio can do. And all need to be kept in thoroughly educational perspectives. Until all are adequately tested and have found their proper role, responsible research and open-mindedness must be insisted upon.

For this purpose, a great deal of experimentation and research (with adequate distribution of results) will be necessary, as proposed, to help solve the problems raised as television and radio come more and more to be used to bear that share of the educational load (and only that share) which each can best and most advantageously bear.

D. Space Problems: The present investment in space and space concepts also constitute a powerful force for the preservation of the status quo in much of the thinking now going into educational planning.

In Boston and various areas there are large numbers of schools or school rooms which are standing empty or used only to a small part of their capacity. Such examples serve as a restraint on large-scale authorizations for costly new space and facilities which may be not only obsolete but also wrongly located in a few years, ~~years, however, of suburbanization, population mobility, curricular readjustment, and property tax exhaustion.~~

In many areas television and radio are already serving as powerful and economical forces in helping to meet what used to be considered as purely a space shortage. In some cases educational television is proving useful for relieving the strain for building new lecture halls and even campuses, by making it possible for students, away from the university's campus and buildings, to take courses with no loss in quality of instruction. The new role which correspondence and extension courses can play, now that television and radio are being "discovered," is an important one.

In other cases television is able in effect to "remodel" antiquated space arrangements: complicated meters, dials and other instruments which need to be seen or read at the same time, or used together for instruction, can be made to appear side by side on the same screen, saving on sometimes prohibitive costs of transportation, remodeling, or redesign.

~~Studies into the~~ effects of proximity of students with each other, ~~into problems of~~ and alternatives and solutions to, feedback and talkback ~~these~~ are a few of those problems which need intensive continuing study if space, as we have previously thought of it, is to appear in its proper perspective in future educational planning, ~~and~~ and if it is to be weighed properly against other solutions in the educational system of tomorrow. It is certain that several

thousand closed circuit installations, several hundred FM radio stations, and all the educational television stations for which there are channels, could be constructed for approximately the sum estimated by traditional standards to meet classroom space needs alone by 1970.

It is for these reasons that both the Research and Engineering Services sections of this request are so concerned with study and service in this area...in cooperation with school facilities councils, architectural organizations and school planners. It is in this area that the uses of radio and television may indeed be most dramatic and sometimes disquieting in their impact.

E. Local Development Balance Needed

~~In spite of the disadvantages which local differences and control of education in the U. S. bring with them, few educators today would wish to replace this system with one of close central or national control.~~

Since most other organizations active in the educational television and radio arena are essentially central or national in outlook, the NAEB, ~~as an association which sprang spontaneously from the grass roots of American education,~~ has a unique responsibility to promote and encourage local initiative, development and contributions to the national movement. Having grown up as an organization of local units, there is little danger that the NAEB will lose this democratic orientation. But such services and emphases must now be increased. Assistance with local research, production, engineering and teacher training aspects of television and radio uses must be emphasized if the dangers of a centralized educational system are to be avoided, and the well-springs of ideas and the channels from the local to the national level are to be kept open.

We should repeat that this is not essentially an NAEB or even a radio or television problem: it is a basic educational problem closely related to federal aid, nationally-sponsored research, and other needs which must be met on a balanced basis if local roots, initiative and support are to be kept dynamic in American education.

F. Other Problems

Rather than listing numerous other problems separately, we should like only to mention two of them briefly here:

1. Professionalism among educational broadcasters or communicators.

As television and radio have developed over the past three decades in the U. S., it has become increasingly apparent that a profession, fellowship, set of standards, and code of ethics of educators entrusted with these tools needs nurturing and developing. Like the teaching profession, this one is not yet fully formed. But because of the power of the instruments involved, these efforts must be continued and accelerated.

We believe that educational radio and television are the arena in which models of socially and educationally responsible uses of these media may be developed and illustrated, which we hope may eventually be imitated by the commercial media as well. What is eventually needed is a broadcasting profession, with high standards and prescribed qualifications which can and will be enforced. Our request includes a section devoted to this problem. At this point we would only mention it: as a problem of education rather than one merely of broadcasting.

2. Academic Freedom and Related Considerations

As the numerical balance between enrollees at public and private institutions is altered in favor of the former, as now appears likely, official pressures, oaths, and controls charac--

teristic of public institutions are likely to become increasingly frequent and onerous. The television and radio uses and personnel who will be responsible for meeting the problems of this time must therefore keep this problem in mind. This points to the need to keep alive several areas of development:

(a) Controversy and open discussion; more adequate development in the public affairs area, including discussions of such subjects as water and mineral conservation, and many other problems which will apparently never be adequately discussed under our present framework of industry sponsorship and advertising control.

(b) Examinations of the value systems of our nation as developed by principally industry-oriented concepts based on the desirability of continued inflation, rapid replacement of the "obsolete," other-directedness, the heroizing of the "spender" and the "actor" in our economy, and other related problems.

These problems will need to be attacked both within the curricula, at all levels of education, ~~and~~ and in the adult education efforts of education and educational uses of television and radio, ~~at all levels as well~~. Educational television and radio may yet be able to develop the role left vacant by the New England Town Meeting. They may yet be able to provide the environment in which may be developed the atmosphere of responsible social control, based on integrity, pride, humility and respect for intelligence.

It has long been the NAEB's role to provide an arena and forum for the full and open discussion of all types of problems. It is our hope and intention to continue to serve in this capacity in the years to come. For the need is great, if our educational

system is to preserve its many freedoms.

II. Specific Request

To help meet some of the most pressing of these problems the NAEB respectfully requests consideration of a five year grant in the amount of \$3,060,500.00 for the following specific purposes. The order of listing of items has no priority significance. However, the final item, providing for funds, office and personnel for administering the other functions listed, is obviously essential.

1. Research: catalytic, operational, and clearing house functions

\$ 87,700 per year
 \$438,500 for 5 years

As guidance for all its other activities, the NAEB has always considered Research as essential. This item is therefore central to the experimentation, fact-finding and interchange of research findings which are needed if available funds are to be wisely spent and the nation's best efforts, minds and ideas are to be utilized as fully as possible.

The NAEB's responsibility for helping to meet the need for a research coordination center has become inescapable. At the recent NAEB Research Seminar, attended by some twelve distinguished educators as well as those research specialists who are in charge of research for the ETV projects and stations of the U. S. and Canada, this obligation was firmly put to the NAEB. One of the statements drafted by this Seminar, and applicable to closed and open circuit, instructional and general uses, and both television and radio (secondarily) reads:

"Nationally, an appraisal of the impact of educational broadcasting

and its role in the total educational picture awaits development of a comprehensive, integrated, country-wide research program which can be systematically implemented over a period of years. Locally, research personnel connected with educational radio and television stations and production agencies face frustrating problems resulting from significant and complex needs on the one hand, and inadequate financial and human resources on the other."

At its Annual Convention, the NAEB heard the appeal of UNESCO for it to serve as a central coordinating body in the educational television and radio research areas. The educational systems as well as the broadcasters of France, England and various other nations have similarly urged the need for as full an interchange of materials on educational uses of these media as possible. Education must engage in at least as much such research as industry finds indispensable if educational funds are to be well spent and educational values preserved. Following the various requests mentioned, the NAEB Research Seminar, through the NAEB Research Committee, called upon the NAEB to set up a Department of Research, headed by a qualified Research Coordinator. This request is responsive to that need.

This Research Department will coordinate and consolidate the results and significance to education of all studies in closed and open circuit TV and radio; in credit, enrichment, and general adult education; in impact and effectiveness in the broadcast discussion, public affairs and instructional areas rather than merely in audience size; in utilization as well as in production; in specific techniques and formats as well as in general uses;

in teacher and administrator problems as well as in programming; in international as well as national applications. The Coordinator of Research will both initiate and coordinate research projects, although the development of local research skills and traditions will be stressed. Such a research clearing house function will insure that the human and financial resources now going into the movement are coordinated and reported so they may all be used to best advantage. It will also insure that applicable research in related fields (psychology, sociology, learning theory, teacher-training, mental health etc.) is reported, distributed and related to that carried on specifically for broadcasting needs.

The budget proposed for this NAEB function is as follows:

*Salary - Coordinator	\$16,500
Salary - Asst. Coordinator	7,700
Salaries - Secretarial	5,500
Travel	4,000
Supplies and Expenses	4,000
Research Grants-in-aid	20,000
Seminars and Workshops	10,000
Annual National Study	15,000
Research Reports	5,000
	<u>\$87,700</u>

*All salary items include retirement and workman's compensation provisions.

2. Teacher and Educational Development and Liaison: integration ~~of~~

of television and radio into the total educational effort and framework.

\$ 43,900 per year
\$219,500 for 5 years

This proposal is for funds to provide for the development of services to teachers and administrators of the U. S., in educational uses of television and radio ~~for education~~, rather than in broadcasting as such. A central source of guidance and information in telecommuni-

(Initial efforts in this direction have already been undertaken. With funds provided by the current grant from the Ford Foundation, the NAEB is conducting, this summer, a seminar on utilization of television and radio in ~~classrooms and broadcasting in~~ the classroom. ~~Approximately~~ Approximately half of the participants in this seminar will be persons from teacher-training institutions concerned with ~~curriculum~~ curriculum planning, teaching methods ~~courses, etc.~~), + similar courses.)

cations techniques and procedures and in the uses and evaluation of these media is needed if efforts and funds are not to be wasted in needless duplications, contradictions and confusions, and if the broad interests of education, rather than only those of television and radio, are to be served. This Service would be closely integrated in its functions with both Research as outlined above and Professional Advancement, as listed below.

Through this service, teachers' colleges as well as other universities and colleges would be encouraged and assisted to develop the type of workshops, courses and training in broadcasting necessary to meet wholly new problems of education and curriculum revision in an electronic age. ^{**Insert**} Adult education, now too often patterned on school-room practices designed for children, would also be an important area in which our assistance would be offered.

This Department will also provide teacher's associations and conventions, the ACE, the NEA, Audio-Visual groups and individual teachers and school administrators the type of materials, consultations, training sessions and other assistance needed if American education's present efforts in television and radio are to be as well-organized as possible. All these groups currently request assistance of this sort from the NAEB and accept all we are able to provide. This is unfortunately now often far from adequate.

For this post, as for others requested, a recognized specialist, not necessarily a broadcaster, will be employed -- one qualified to earn and command the respect of educators.

Salary - Coordinator	\$16,500	
Salaries - Secretarial	4,400	
Travel	3,000	3,000
Seminars and Workshops	12,000	
Reports	5,000	
Supplies and Expenses	3,000	
	<u>\$43,900</u>	

3. Professional Advancement: the development of standards, qualifications and professionalism.

\$107,000 per year

\$535,000 for 5 years

Educational broadcasting is fast becoming a profession. Several hundred educators, persons involved in closed-circuit and teaching projects and production centers, and station staff personnel, from directors and managers to engineers and writers, have already been given significant professional upgrading through NAEB Scholarships, Workshops, Seminars and on-the-spot consultation assistance made possible by Ford Foundation grants. Qualified individuals, each at his local level, can do more for education through these new tools than any number of organizations as such. Because of the growing importance and magnitude of this development, the NAEB Professional Advancement Committee, following the advice of various distinguished consultants, beginning with Professor Harold Lasswell at the NAEB national convention some six years ago, have called for the appointment of a Director of Professional Advancement to coordinate the many professional and training activities which the NAEB is called upon to handle.

The Coordinator requested would work out joint projects with other professional associations. He would work towards the creation of increasingly high professional standards for educational stations and their staffs, codes of operation, and principles of social responsibility which, we believe, could well eventually affect the

entire commercial broadcasting industry as well. ~~In such efforts, the cooperation and experience of all other interested organizations would be solicited and used. The NAEB's present Organizational Liaison (Advisory) Committee will be further developed in this connection.~~

The budget listed below includes \$80,000 per year for seminars, workshops, workshop grants-in-aid, and scholarships not separately budgeted for in the other requests listed above and below.

Salary - Coordinator	\$ 16,500
Salaries - Secretarial	5,500
Supplies and Expenses	5,500 5,200
Consultation Services	20,000
*Scholarships	25,000
Workshops and Seminars	20,000
Workshop Grants-in-Aid	15,000
	<hr/>
	\$107,000

*Includes continuation of present minimal grant types (20 per year for average of \$250.00), the addition of Experts in Residence (\$10,000.00) and foreign exchange study grants (\$10,000.00) necessary to keep "NAEB correspondents" on the job.

4. Program Development: experimentation, coordination and distribution

\$ 96,100 per year
\$480,500 for 5 years

For the past seven years the NAEB has operated the NAEB Radio Network, using tape distribution. At first supported by the W. K. Kellogg Foundation, this activity, as noted below, is now supported on a minimal operational basis by member assessments.

In the NAEB Radio Network our nation has its only third service for radio --- comparable to the service provided by the Educational Television and Radio Center in television.

This service is also unique in the "school-service" programs distributed: a specific in-school service for the nation. It is

this portion of our service, in fact, which is stimulating the most demand, from public school representatives particularly, for expansion and improvement.

However, the growing national need generally also requires considerable expansion if a service adequate to meet the increased needs of today is to be developed. The present request makes provision, for the first time, for a program director-coordinator who will handle both national and international exchange development. Such a procedure will make possible the distribution of far more significant programs than are at present possible, with both better technical quality and increased educational utilization. (See request for equipment below.)

The coordinator of program development would, with his staff:

- Provide program coordination (for local programming only, avoiding the Network ETV program functions of the ETRC) in TV as well as radio, as coordinated media.
- Operate the NAEB Radio Network, including the handling of International exchange programs, which the NAEB, as an association reaching from coast to coast, is uniquely equipped to secure from the grass roots of America. It is our hope with these resources also to begin to set up an archive of significant quality programs developed. So far space and budget have not allowed this to be done.

The sum requested for this service would be allocated as follows:

Salary - Coordinator and Program Director	\$ 9,200
Salary - Network Manager	6,600
Salaries - Network Personnel (tape duplicator operation)	22,600
Salary - Secretarial	3,700
Travel	2,000

Supplies and Expenses (including tapes)	20,000
Program Grants (radio, domestic)	40,000
Program Exchange (radio, foreign)	20,000
Equipment Maintenance	4,000
Reports	2,000

Total needed per year	\$130,100
Less Estimated Income from NetWORK Members	34,000
Total requested	\$ 96,100

5. Request for Equipment Funds: \$38,000.00 (non-recurring)

In addition to the above five year budget, we hereby request \$38,000 to provide for the purchase of new Ampex tape duplicating equipment to replace present mass duplicators. Such equipment is essential if the nation's only educational radio network service is to be maintained, or expanded, to meet our nation's increased needs. Many of these needs must be met by radio, as is already illustrated in many areas where TV station facilities are already taxed to the breaking point, with the flood of students and pressures still over the horizon. ~~This equipment will also be used for engineering research development as well. The potentials of audio and video tapes and scores of other technical resources in the years immediately ahead, have so far been barely suggested. This service will enable constant development in this area.~~

Total requested \$38,000.00.

6. National Member Services: the central office function in the national general service area.

\$ 48,100 per year
\$240,500 for 5 years

Adequate resources will make possible the development of services so far barely suggested, and the tapping of institutional and educational potentials not now adequately exploited.

This item would provide funds for editorial personnel and the adequate distribution of materials needed (workshop, research and

seminar and utilization materials). It would also make it possible for the NAEB Newsletter and Journal, both of which are established publications, to serve more adequately as vehicles of ideas, research and committee reporting; the coordination and elucidation functions generally which the nation needs; and to insure their distribution to general educational rather than (as at present) to principally only educational broadcasting personnel in the U. S. and abroad.

Requested therefore are funds as follows:

Salary - Coordinator	\$11,000
Salaries - Information and Editorial Services	11,900
Salary - Placement Officer	5,300
Salaries - Secretarial	4,400
Travel	2,000
Supplies and Expenses	2,000
Regional Meetings (partial support only)	1,500
Reports, surveys	10,000
	<u>\$48,100</u>

7. Technical and Engineering \$ 28,700 per year
\$143,500 for 5 years

Educational broadcasting is quite different from commercial broadcasting both in the type of technical personnel needed, and the nature and objectives of the operation itself. The need for educational emphasis and concept, at the technical level, is especially important. ~~It is probably in the educational area that engineering can engage in its most creative experimentation. This potential has not yet been fully realized, principally for lack of funds for this type of experimentation on more than a year-to-year basis.~~

This request is therefore for funds to provide increased consultation and development assistance and experimentation, principally in television, but also in radio. This area of need is an increasing and important one, presently served in part by our Grant for TV Engineering. This will provide for increased engineering assistance

to stations in-being and in planning stages, for kinescope and other recording problems, space and architectural planning assistance for studios, studies leading to land-line networks, closed-circuit line and microwave experimentation, for radio and/or TV stations, FCC technical relations, and technical workshops (budgeted under Professional Advancement). Out of this service should grow a positive program for the distribution of instructional materials nationally on the most economical basis.

Salary - Coordinator	\$16,000
Salary - Secretarial	3,700
Travel	4,000
Supplies and Expenses	2,000
Reports, Surveys	3,000
	<hr/> \$28,700

8. Station Activation: a combined effort to activate stations in time to preserve frequencies as an educational resource for the future.

\$100,000.00 per year
\$500,000.00 for 5 years

If educational television's and radio's potentials for education are to be realized fully, there must be more stations. Otherwise the dream of the nation's ^{leading} ~~finest~~ educators for full use of the electronic media, for what each can best do, will come to naught. In response to the warnings of the Federal Communications Commission, and the concerns and warnings of many of the nation's most thoughtful educators, concerned lest closed-circuit become American education's only alternative in many areas, managers of ETV stations attending the NAEB's 1957 Allerton House ETV Management Seminar unanimously voted rapid and wide-spread activation of additional ETV stations throughout the U. S. as one of education's most pressing needs.

~~The present request grows also out of other requests presented~~

File - Ford

TO: NASS BOARD OF DIRECTORS

Report No. 31
7-16-56

FROM: Frank L. Schooley

Re: Proposed Request to Ford Foundation.

For fiscal year, July 1, 1956 - June 30, 1957.

In brief, but after reviewing the many Ford foundations, meeting with two of our committee, talking with Kallons individually, and after conferring with Mr. Lowry, these are my present thoughts on what to ask funds for, what we ought to try to do, providing we can secure the funds:

- | | |
|--|-----------|
| 1. Continue Engineering consulting service for radio and television. | \$ 27,000 |
| 2. Continue radio-television placement service. | 7,000 |
| 3. Continue management station consultant service. | 5,000 |
| 4. Continue consulting service in general areas, either on individual basis or team basis. | 10,000 |
| 5. Hold two (2) television seminars in next 12 months: | |
| a. Program Planning and Production, for writers-directors-producers | |
| b. Staging and Lighting for TV, or | |
| bl. Art and Graphics for TV. | 16,000 |
| 6. TV Fellowships and Scholarships | 6,000 |
| 7. TV Workshop Grants-In-Aid, in amounts \$1,000 to \$3,000 to assist institutions, stations in upgrading workshops. | 18,000 |
| 8. Editorial publication assistance. | 2,000 |
| Total | \$ 91,000 |

FLS:ac

CC: Everett
Calm & Parks

APPENDIX B

ANALYSIS OF GRANTS MADE TO THE NAEB (Since circa January 1, 1951)

GRANTS FROM THE W. K. KELLOGG FOUNDATION

Original Five-Year Grant (1951) - \$245,350.00

	Capital Outlay <u>Non-Recurring</u>	<u>Network</u>	<u>Headquarters</u>	<u>Total</u>
1951-52	\$19,350.00	\$21,500.00	\$34,000.00	\$74,850.00
1952-53		16,500.00	34,000.00	50,500.00
1953-54		11,500.00	34,000.00	45,500.00
1954-55		6,500.00	34,000.00	40,500.00
1955-56			34,000.00	34,000.00
TOTALS	\$19,350.00	\$56,000.00	\$170,000.00	\$245,350.00

Subsequent Grant, February 4, 1954 For:

Network equipment, travel funds, Associate
Director, Tapes
TOTAL

\$32,000.00

Additional Grant, January 24, 1955 For:

Associate Director (1955-56)
TOTAL

\$ 8,743.00

Current (3-year) Grant, 1956-1959, For:

Headquarters office expense, salaries
TOTAL

\$141,000.00

Combined Kellogg Grants

1951-52	\$19,350.00	\$21,500.00	\$34,000.00	\$74,850.00
1952-53		16,500.00	34,000.00	50,500.00
1953-54	15,000.00	11,500.00	41,000.00	67,500.00
1954-55		6,500.00	44,000.00	50,500.00
1955-56			42,743.00	42,743.00
1956-59			141,000.00	141,000.00
TOTALS	\$34,350.00	\$56,000.00	\$336,743.00	\$427,093.00

GRANTS FROM THE FUND FOR ADULT EDUCATION

Programming*

Grant to Mr. Ralph Lowell (as trustee) for the NAEB for production of outstanding radio programs (1951-52)		\$450,000.00
**Grants-in-Aid (to be awarded to educational stations to aid in production of outstanding programs)		
1952 (Radio & TV)	\$80,000.00	
1953 (Radio & TV)	<u>80,000.00</u>	160,000.00
Total		<u>\$610,000.00</u>

*Funds for these programs, all of which won national and international prestige for the Kellogg-supported NAEB Network, were secured on a project basis which enabled educational radio to win new support and respect, redounding to the credit of both organizations.

**Subsequent to 1953 funds for Grants-in-Aid have been received from the ETRC.

TV Monitoring Studies

1951-52	\$28,000.00
1953	12,500.00
1954	<u>12,500.00</u>
Total	<u>\$53,000.00</u>

Professional Advancement

NAEB ETV Production Workshops		
1953	\$12,000.00	
1954	12,000.00	
1955	<u>12,000.00</u>	\$36,000.00
NAEB ETV Engineering Workshops		
1954	\$ 8,000.00	
1955	<u>8,000.00</u>	16,000.00
NAEB ETV Scholarships/Fellowships		
1954	\$ 6,300.00	
1955	<u>6,300.00</u>	12,600.00
NAEB ETV Management Seminar (1953)		5,000.00
Total		<u>\$69,600.00</u>

Professional Services

NAEB ETV Engineering Service		
1954-55	\$30,000.00	
1955-56	<u>30,000.00</u>	\$60,000.00
NAEB ETV & Radio Placement Service		
1954-55	\$ 7,000.00	
1955-56	<u>8,500.00</u>	15,500.00
NAEB Management Relations Service		
1954-55	\$ 7,000.00	
1955-56	<u>7,000.00</u>	14,000.00
NAEB Consultant Teams		7,500.00
Total		<u>\$97,000.00</u>

Miscellaneous

Lincoln Lodge TV Seminar (1953)	\$10,000.00
*Study Grant to NAEB Executive Director, Harry J. Skornia (1953)	956.00
TOTAL	<u>\$10,956.00</u>

*To enable the new Executive Director to familiarize himself with the personnel and operations at NAEB member stations throughout the country after a two year absence from the United States.

FAE GRANTS ADMINISTERED BY THE NAEB

Pacifica Foundation (1953)	\$30,000.00
----------------------------	-------------

FAE SUMMARY

Programming	\$610,000.00
TV Monitoring Studies	53,000.00
Professional Advancement	69,600.00
Professional Services	97,000.00
Miscellaneous	10,956.00
Grants Administered by the NAEB	<u>30,000.00</u>
TOTAL	<u>\$870,556.00</u>

OTHER GRANTSEdward L. Bernays Foundation (1953)

N. Y. Educational Institute of the Air	-
TOTAL	\$ 2,509.64

Anonymous Donor (1953)

Chicago Radio Project (Literature Series)	
TOTAL	\$ 5,000.00

Rockefeller Foundation (1954)*

Poetry Project	
TOTAL	\$ 9,970.00
GRAND TOTAL	<u>\$17,479.64</u>

*This does not include the first two grants from the Rockefeller Foundation to the NAEB through the University of Illinois. These grants, in the amount of \$6,380.00 and \$7,700.00 respectively, made possible what education and educational broadcasters now refer to as the First and Second Allerton Seminars, held in 1949 and 1950, respectively.

NAEB AD HOC (JCET) COMMITTEE

Funds raised by the NAEB Ad Hoc Committee to finance activities on behalf of educational television before the JCET was formally constituted.

Through services of Oram & Rich	\$25,678.59
From the Whitney Fund	1,850.00
From the Old Dominion Fund	<u>5,000.00</u>
TOTAL	<u>\$32,528.59</u>

FORD FOUNDATION GRANT 1956-67 FISCAL YEAR

Engineering Services	\$30,000.00
Management Consultant Services	5,000.00
Workshops and Seminars	16,000.00
Placement Service	7,000.00
Fellowships and Scholarships	6,000.00
Workshop Grants-in-Aid	18,000.00
ETV Station Consultant Service	10,000.00
Editorial Publications Study	2,000.00
TOTAL	<u>\$94,000.00</u>

RECAPITULATION OF ALL GRANTS & FUNDS RAISED

W. K. Kellogg Foundation	\$427,093.00
Fund for Adult Education	870,556.00
Other Grants	17,479.64
NAEB Ad Hoc Committee	32,528.59
Ford Foundation Grant 1956-57	<u>94,000.00</u>
TOTAL	<u>\$1,441,657.23</u>

Not included are Grants-in-Aid from the Educational Television and Radio Center to NAEB member-stations for radio program upgrading since from 1954 on these were handled directly from the Center with the stations; however, the NAEB handled publicizing, selection and recommendation, and distribution. This has so far amounted to \$42,000.00 per year (\$126,000.00).

During this same period, increasing contributions from member stations were levied for dues, radio network fees, and other materials distributed, as the following table reveals:

SELF SUPPORT

Approximate Income from NAEB member institutions (dues, radio network fees) and for materials sold during last five fiscal years:

1952-53	\$ 10,900.00
1953-54	19,750.00
1954-55	38,575.00
1955-56	41,400.00
1956-57	47,900.00

APPENDIX A

ANALYSIS OF NAEB MEMBERSHIP

Summary of Membership as of January 1, 1957:

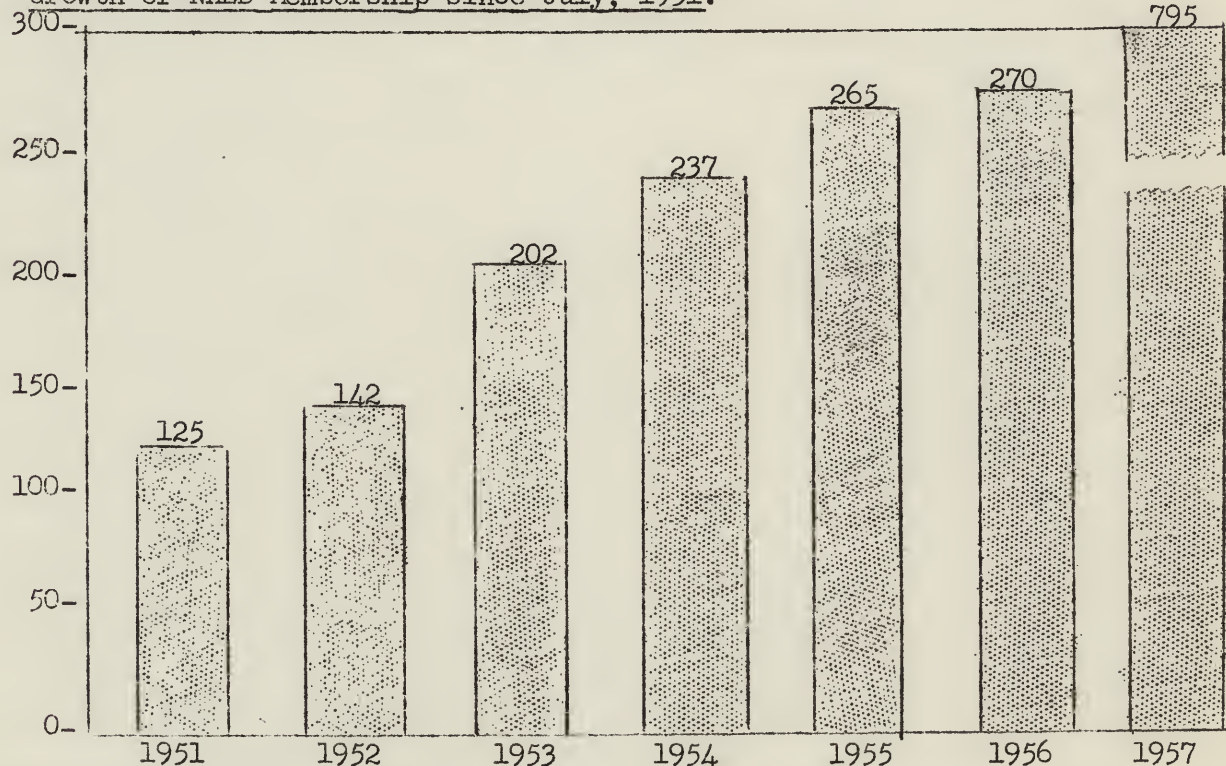
Active Members	120
Associate Members	85
Affiliate Members	77
Honorary Members	3
Individual Members (former AERT and new)	510
Total	<u>795</u>

Analysis of Facilities Operated by NAEB Members (Includes CP's):

Radio - AM Only	12
Radio - FM Only	80
Radio - AM & FM	6
TV Only	12
TV, AM & FM	4
TV & FM	6
Total Active Membership	<u>120 (1)</u>

- (1) Due to operation of more than one station (radio and/or television) these 120 members operate, or have construction permits for, 152 stations.
- (2) NOTE: In October all AERT members in good standing became individual members of the NAEB. At the same time all individuals who held affiliate memberships were changed to individual members, the affiliate category now including only organizations.

Growth of NAEB Membership since July, 1951:



Membership figures are as of July 1 of each year indicated.

APPENDIX C

NAEB FUNCTIONS AND AREAS OF RESPONSIBILITY

Attached is a tabular representation of the areas of interest and activity of the NAEB and the various other organizations now primarily engaged in educational television. Founded in 1925, the NAEB is the oldest of the groups listed, and played an important role in the creation of the others.

The NAEB works closely with the center, to whose president it provides an Advisory Committee, has representation as a member of the Board of the JCET, holds constituency membership in the American Council on Education, provides membership for the Fulbright Advisory Screening Committee which screens and approves exchange scholars in the radio and television area, and has similar relations to some ten other national educational organizations (Executive Committee of Council of National Organizations, etc.).

Finally, further explaining "International Activities" in the table, the NAEB has in essence had foreign representation during the past several years due to the fact that Fulbright scholars abroad (notably Dr. Burton Paulu in London; Mr. Lawrence Creshkoff, Dr. Stanley Donner, and Dr. Keith Engar in Paris; and Dr. Graham Hovey and Dr. Bernard Buck in Italy) have in essence been NAEB scholars, who have served as correspondents, lecturers, and delegates for various conferences and organizational meetings in which the NAEB represents either all American broadcasting, as it does frequently, or educational broadcasting (both radio and TV) abroad.

The NAEB is also a member of the European Broadcasting Union, the International University of the Air, the Prix Italia (International Awards) Committee (and Jury), the U.S. National Commission for UNESCO, and other such groups.

NATIONAL ORGANIZATIONS ACTIVE IN EDUCATIONAL TV, WITH THE RÔLES OF EACH AS MUTUALLY RECOGNIZED

	<u>NAEB</u>	<u>ETEC</u>	<u>JCEP</u>	<u>ACE-TV</u>
Counsel-Legal	Yes*		Yes	
Counsel-Engineering	Yes*		Yes	
Counsel-Management	Yes*		Yes	
Consultation Services (Various)	Yes			
Publications-Periodicals	Yes*	Yes		Yes
Publications-General Information	Yes*	Yes	Yes	Yes
Fellowships/Scholarships	Yes*			
Seminars/Workshops	Yes*		Yes**	Yes
National Promotion	Yes*	Yes**		
Research	Yes*	Yes		
Placement (employment) Service	Yes*			
International Activities	Yes*	Yes**		
Programs Distributed	Yes (R)	Yes		
Programs-Adult	Yes (R)	Yes		
Programs-Children-out-of-school	Yes (R)	Yes		
Programs-Children-in-school	Yes (R)	Yes		
Program Planning	Yes (R)	Yes*		
Program Production	Yes*	Yes*		
Station Outlets Assured	Yes*	Yes#		
Station Assessment (Network fee)	Yes (R)	Yes		
Permanent Membership-base	Yes*			
Field Services	Yes*		Yes	
General (students, public and educators) information service	Yes*	Yes	Yes	Yes

*Indicates Radio and Television
Includes NAEB Workshops & Seminars
Includes Management Seminars, etc.

NAEB Newsletter and Journal
NAEB Tech., Res., Operational, Placement

**In the past
*Former NCET Functions

**Program area only
(R) Indicates Radio only

NOTE: In all program functions, the
NAEB works closely with the
ETEC.

cf. NAEB Programming Seminars, etc.
cf. NAEB Production Workshops, etc.
Affiliation contract

Includes former AECT membership

Cross referral used to insure observance
of roles defined for each.

CODE: NAEB --- National Association Educational Broadcasters
ETEC --- Educational Television and Radio Center
JCEP --- Joint Council on Educational Television
ACE-TV --- American Council on Education, Television Committee

Main Section of Request to Ford Foundation
(from original by FES dated 4/16/56)

1. Continuation of the Engineering Consultant Services. \$30,000
- Engineering services would be provided stations, primarily television, to help them solve special technical problems arising in operation of studios and transmitters. These services would be provided primarily for the operating station or for one about to go on the air. This program would be operated to handle such requests whether coming directly to NAEB or through the Center or through the JCET office.

In the past two years this service has been supported by grants in the amounts of \$30,00 each for one year, by the Fund for Adult Education. Its services are available to the 20 educational TV stations now on the air. It is anticipated that NAEB will supply engineering consultant services after January 1, 1957, that have previously been supplied by the Center. These services can be supplied without an increase in the amounts previously available to NAEB for engineering services.

2. Continuation of the Management Consultant Service. \$ 5,000
- This service is available to all educational television and radio stations, but is used primarily by television stations. Most such problems have been solved by the educational radio stations during the past 30 years. The sum requested is \$2,000 less than that made available by FAE during the past year. An equally good service can be performed for less money.

3. Continuation of two Educational Television Seminars-Workshops, \$16,000
- but concerned with program production problems other than those considered at the production workshops which have been held the last three years on grants from the Fund. The seminars-workshops would be held in two of the following three areas: (a) A Seminar for Program Planning, including the planning, writing, and directing problems. In this seminar it is proposed to bring together station personnel now doing these types of work to exchange information, and also have resource personnel available for consultation. It is planned to work cooperatively with the Center staff in order to have the most productive seminar possible. (b) A seminar-workshop on special problems of staging and lighting. Or, (c) a seminar-workshop on Art and Graphics for educational television programming.

It is planned, in consultation with the Center, to hold those seminars or workshops that will give the greatest impetus to improved programming and for the professional advancement of personnel in all the educational television stations and program production centers. At one of the seminars, at least, an effort will be made to bring in the younger staff members of educational television stations and production centers in order that future talent can be started on the upgrade at a faster pace.

In the past, the Fund for Adult Education has made funds available for the conduct of eight seminars or workshops. While these will be similar in nature, they will not be identical. There is need to get into other areas of specialization.

4. Continuation of the Placement Service for educational television and radio stations. During the past year half of the educational television stations have availed themselves of the Placement Service, and more than a hundred fifty institutions and individuals have utilized the Service within the same period. \$ 7,000

5. Continuation of the Fellowships and Scholarships program for persons in educational television for whom additional training and/or schooling would be profitable. It is proposed to make this available in grants varying between \$100 and \$300, depending upon the merits of each case, with consideration being given to length of program and the prospective good to educational television. \$ 6,000

These Fellowships and Scholarships are intended to encourage educational television personnel to participate in advanced study. These are not intended to pay the full costs to the individual. The varying amounts are intended to encourage individuals to indicate special needs and interests in their applications. These Scholarships and Fellowships could be used for study during summer session work at regularly scheduled institutional summer sessions, or planned special workshops, or at accredited institutions during a fall or spring term. Applicants would not be eligible for these Fellowships or Scholarships if attending an NAEB sponsored Seminar or Workshop. A similar amount has been available to NAEB from the Fund for Adult Education during each of the past two years.

6. Grants-In-Aid for Educational Television Workshops. \$18,000
It is proposed to make available to educational institutions who will sponsor educational television workshops for selected persons grants in the amounts of \$1,000 to \$3,000 in order that the quality of workshop personnel may be upgraded. It is not proposed to cover participant expenses, nor to contribute to a workshop that can be financed on other bases.

This particular type of grant-in-aid is a new proposal, but one for which NAEB has had a number of requests during the past three years. With such grants it is anticipated that help can be given in improving an institution-sponsored seminar or workshop. It is not anticipated that these funds would be used to pay any part of the participants' expenses. In effect, such grants would be supplemental to the institutions.

7. Continuation of the Television Consultant Services. \$10,000
It is proposed to continue the services which have been made available to educational stations this year by NAEB through a Grant from the Fund, but to change the conditions under which such services would be available. Under this grant, if approved, it is proposed to make consultant services available on an individual or team basis, depending upon the needs of the requesting sources.

The Fund for Adult Education has made one grant in the amount of \$7,500 for a "pilot run" on the needs and uses for consulting teams. Originally, there was demand for teams of consultants, but experience has indicated that teams are needed some times and places, while at other times one consultant could provide the aid needed by the educational television station. Thus, it is hoped that it will be possible to use consultants either as teams or as individuals, depending upon the needs.

8. Editorial publications study.

\$ 2,000

If present plans materialize, and present prospects are that they will, the Association for Education by Radio-Television will merge with NAEB within the year. AERT has been publishing the AERT JOURNAL as about its only activity, except for a one-day utilization conference at the Institute for Education by Radio-TV each year. NAEB publishes monthly an NAEB NEWSLETTER. There is probably a need for both a professional journal, and a less formal but good service publication for the association in the nature of a newsletter. If the merger occurs, then there will be a need to study both publications, and in relation to all other broadcasting publications. It is proposed to have three specialists study the total problem, including such matters as content, format, costs, editorial supervision, and the possibilities of advertising support. Some of these funds would be used to help the publications through any transitional period, but it is not the expectation that the publications would be other than self-supporting in the long run.

Copied NAEB Headquarters 11/16/56HEH/dfc

APPENDIX 3

ORGANIZATIONAL RELATIONS

Listed below are the principal organizations and associations with which the NAEB had close relations during 1956-57. (Taken from the 1956-57 Annual Report.)

AAACE: The American Association of Agricultural College Editors

We exchange publications, studies and correspondence with this group, and cooperate in every way possible, usually through channels of the NPAC.

AAAS: The American Association for the Advancement of Science

We have cooperated with this group in a project (outlined in the ACTIVITIES AND RECOGNITION section) investigating the uses of the wire-less media for science instruction. This involved attending one meeting, conducting a survey of member station programs, and considerable correspondence.

AACTE: The American Association of Colleges for Teacher Education

Relations with the AACTE began only during the year. They have grown out of the increased interest of these groups in the role which new teaching aids such as educational television should play in teacher education. The need and desirability of our providing all possible materials and assistance to them are obvious.

AAPSS: The American Academy of Political and Social Science

The Executive Director is a member of the Academy, has participated in several of its meetings and has served in various informal consultative capacities in areas related to radio and TV.

AASA: The American Association of School Administrators

We were this year unable to attend the annual convention of this group. However, we did provide materials and assistance in setting up for it, special sessions on ETV for the administrators interested. We have also assisted the AASA in numerous other ways and studies throughout the year.

AAUP: The American Association of University Professors

The Executive Director is a member of this group, as are various officers. Former NAEB President Schooley is a former president of the University of Illinois Chapter of this Association.

ABC, CBS, NBC

The three national commercial networks, with all of which we have excellent relations, have all at some time or another carried NAEB network productions. We have also taken for broadcast on the NAEB Radio Network certain of their productions, the most notable being an NBC Children's literature series carried during 1956-57. Representatives of the networks, as well as of such organizations as the Westinghouse group, have been frequent guests and speakers at NAEB conventions and seminars during the past year.

ACBB: The American Council for Better Broadcasters

The Executive Director this year, for the first time in three years, was not moderator for the ACBB's annual convention. However, we provided articles and many other kinds of assistance to this group. NAEB member (active on NAEB Committees), George C. Johnson, is this organization's new President. See also NAFBRAT.

ACE: The American Council on Education

The Executive Director has represented the NAEB at all major conferences of the ACE during this year, works closely with the ACE's television committee, and his remarks at the ACE conference to draft recommendations to the President's Commission on Education Beyond the High School were quoted in some length in the published proceedings of this special conference. The NAEB staff has also hosted and arranged itineraries for several foreign scholars at the request of the ACE.

ACPRA: The American College Public Relations Association

The Executive Director addressed the 1956 annual convention of this group. His address was published in the Association's first issue of its new magazine, PRIDE. We have also been useful in other ways, including assisting with plans, now being implemented, to set up a radio-TV section in the Association. (In passing, NAEB influence has been instrumental in establishing the recognition of ETV and educational radio as deserving of special committees and sections in other associations as well.)

AEA: The Adult Education Association of the United States

Each year recently this association has been given increased assistance by the NAEB. In exchange, we find their materials and guidance most useful to the NAEB. The Executive Director's term as member of the Delegate Assembly expired this year. However, he assisted in their last convention and continued to serve as a member of the AEA's Field Development Committee. The Associate and Executive Directors of the NAEB also co-edited the Bibliography of ETV and Educational Radio published during the year by the AEA.

AEJ: The Association for Education in Journalism

The Executive Director has advised on conference participants, Journalism Quarterly articles and has reviewed several books for this publication during the year. Various other NAEB individuals, notably its former president, Frank E. Schooley, are also very active in AEJ affairs.

AES: Audio Engineering Society

The NAEB's Engineering Director has presented papers before this national group of which he is a member, and we regularly exchange materials and publications with it.

AETA: The American Educational Theatre Association

We have exchanged numerous materials with this group, whose members in some cases have been helpful in the planning of dramatic programs for the Network. Genuinely joint projects may eventually result. The NAEB participates each year in the AETA's annual conference.

AJLA: The Association of Junior Leagues of America

This association, as well as its branches, has strongly supported various NAEB projects and member stations. Notable was a grant to station WKNO, Memphis, for the salaries of a distinguished Canadian children's program producer-writer husband-and-wife team. Similar contributions have been made to ETV elsewhere. The League has also conducted numerous workshops for its TV and radio chairman, and we seek always to assist in such endeavors. (Comparable assistance is given the Junior Town Meeting League and others too numerous to mention here.)

AMA: The American Medical Association

We have provided materials to this group for its excellent Handbooks in the use of radio and television. The Executive Director has also, during the past year, participated in panels of the Medical Education Section of the AMA, and the American Dental Association, at annual conventions of the ACPRA (see ACPRA).

The American Friends Service Committee

This organization has during the past few years produced numerous series (carried by the NAEB Network) which have won the respect of American educators, particularly in elementary education. Pending at present is a three-year project in this area which we hope may be one of the most important and worthwhile offerings of the NAEB Radio Network.

The American Heritage Foundation

The NAEB and its member stations, during this past campaign year, cooperated in this Foundation's efforts to promote registration and voting, stressing heavily the need to "inform oneself" as a citizen responsibility. The NAEB was given a citation by the Foundation for its special efforts in this connection.

APA: The American Psychological Association

In December of 1955 this association devoted a special issue of the American Psychologist to teaching by television, using many materials we had sent them, and authorities we recommended. During the past year we have continued to keep the APA informed of developments in this area, as well as radio. We feel that cooperation with this alert group has been extremely fruitful, and it is being continued.

APBE: The Association for Professional Broadcasting Education

This group, devoted to raising the standards of university and college courses in broadcasting, is represented on our Organizational Liaison Committee, as are many of the other groups listed here. Most of the officers of this association are also NAEB members and committee members. Consultation on various common problems, particularly in the area of publication at the time of the launching of the APBE's new magazine, took place during 1956-57.

AVCPI: The Audio Visual Commission on Public Information

The NAEB was represented this year on this commission by its Associate Director, whose participation was greatly appreciated by this group. The AVCPI grew out of DAVI (The Department of Audio-Visual Instruction of the NEA). See also DAVI and NEA.

BBC: The British Broadcasting Corporation

We have for years exchanged programs with the BBC, admittedly receiving more than we have been able to offer. We also exchange publications, research and personnel with them whenever possible. Several of their studies are reviewed in this year's Fact Sheets. Several NAEB publications are also regularly reviewed and referred to in their various studies. NAEB President Burton Paulu's study of British Broadcasting, written in large part while he was a Fulbright Scholar in London, has been favorably reviewed by the British press and BBC publications during early 1957 as an evidence of our mutual serious interest in each others' systems and programming. BBC representatives also participate regularly in our conferences and we are represented at as many of theirs as possible.

BIS: The British Information Service

Most of the relations with this organization are in the exchange of printed material. However, certain excellent informational series on British life, industry and mores have also been carried by the NAEB Radio Network. Such a series is "Window on the World," a weekly year-round series currently being distributed.

The Board of National Missions of the Presbyterian Church in the United States of America

The Executive Director serves as a consultant to this group and is scheduled to give a series of lectures and serve as a consultant to Board-operated radio stations and at special conferences being held in Sitka and Juneau, Alaska, the last week in August of 1957.

CAEE: The Canadian Association for Adult Education

We have devoted considerable energy and time to meeting all reasonable requests from this group. The NAEB Executive Director gave the keynote address and appeared on several TV programs and college and university panels and platforms in February of 1957 in Saskatoon, Saskatchewan, for a conference devoted to educational radio and television in Canada.

CBC: The Canadian Broadcasting Corporation

A warm bond of friendship exists between the NAEB and the CBC, dating from the 1940's when experimental CBC programs served as models and encouragement for NAEB efforts. Since that time the NAEB has exchanged materials and programs with the CBC, in whose studios our Ways of Mankind, among other NAEB programs, were produced, and we have had the pleasure of including several CBC broadcasters (as well as others from British, Australian, New Zealand, French and other Foreign systems) as students in our various workshops and seminars, particularly during 1956-57. Their contributions to a genuine understanding of universal broadcasting educational principles, as well as what they received from these conferences, are among our most rewarding efforts in the international field. As the year closed, union and other barriers had been cleared away to make possible NAEB Radio Network use of the entire CBC "Wednesday Night" series of outstanding cultural programming, and some of the NAEB's better offerings of in-school series have been made available for CBC use.

CNO: The Council of National Organizations of the AEA

The Executive Director is a member of the CNO's Executive Committee, with which he met several times during the year. He is also a member of its Broadcasting Committee, which he succeeded in having created to replace the former TV Committee, of which he was also a member. The Associate Director is a member of the CNO's Convention Committee and is one of the leaders in the CNO's Editors' Conferences.

DAVI: The Department of Audio-Visual Instruction, of the National Education Association

The Executive Director is a member of the Editorial Board of this organization's Audio-Visual Communications Review, is a member of the committee for its National Tape Repository at Kent State University, and has given numerous addresses before national and state conventions--the most recent being at Indiana University June 7, 1957. We also have an exchange of all materials with this organization.

EBU: The European Broadcasting Union

The NAEB during the past year was approved for Associate membership in this organization. The Executive Director's article on the NAEB, carried in the EBU Bulletin, for the first time made known to international readers the existence and significance of a non-commercial service in the U. S.

ETRC: The Educational Television and Radio Center

The NAEB is represented on the Board of the Center by this year's Vice-President. The NAEB also works with the President of the Center through its advisory NAEB-ETRC Liaison Committee, the chairman of which is the NAEB President. Areas of joint effort are too numerous to list here. Several joint publications have been issued. The gratifying sum of \$300,000 for a three-year program of production and grants-in-aid for programs for the NAEB Radio Network has this year been made available by the Center, from funds granted by the Ford Foundation. The selection of all grantees, programs, etc., for such grants are of course handled by the NAEB. The Center is also represented on the NAEB's advisory Organizational Liaison Committee.

The Ford Foundation

For many years the NAEB has had the assistance and support of Ford Foundation funds. Grants from the Fund for Adult Education have supported many of the NAEB's most important projects. More recently grants to the NAEB have been made directly by the Ford Foundation itself.

Studies financed by the Fund for the Advancement for Education have been reviewed and distributed **through** the NAEB Research Fact Sheet Service.

F. S. Schooley, Cecil S. Bidlack and other NAEB individuals have also served as consultants to the Ford Foundation during this period.

The Fulbright Commission

The advisory committee of the Commission for the exchange of broadcast personnel between the U. S. and other countries is made up almost entirely of NAEB representatives, including its former President and its Executive Director. Constant guidance and assistance are provided the Commission at the various levels of planning which are necessary for the realization of maximum benefits from funds available to this program.

IERT: The Institute for Education by Radio and Television

The President and Executive Director of the NAEB continued to serve on the Committee which plans this annual Institute. NAEB Board, business, committee and one regional meeting were held in connection with the IERT in May of 1957. The NAEB Utilization Committee, continuing the function of the former AERT, taken over by the NAEB during the year, was responsible for the excellent utilization and evaluation sessions which were a feature of this year's Institute.

IIE: The Institute of International Education

During the past year the NAEB, upon the request of the IIE, arranged itineraries for visits by foreign broadcast officials desiring to visit NAEB memb

stations to study educational broadcast techniques. All such visits by these distinguished guests were most successful. At least one such guest paid high tribute to the NAEB for its role in such exchanges at the time of the 1956 NAEB Convention. The NAEB was also represented at a meeting called by the IIE during the year, and advised from time to time on planned visits of other foreign scholars in the broadcast field, whenever our help was requested.

IRE: The Institute of Radio Engineers

The NAEB's Engineer is a member of this group and of its Professional Group on Broadcast Transmission Systems. Various other NAEB member engineers are also members and have contributed papers and publications for Institute use.

JCET: The Joint Council on Educational Television

The NAEB is represented on the Board of the JCET by its President. The JCET is education's voice in Washington to encourage the use of frequencies allocated to educational television, and to insure their protection for a long enough period to make possible their full utilization. Like the ETRC, the JCET has received its operating funds from the FAE, and more recently, the Ford Foundation. It is represented on the NAEB Organizational Liaison Committee, and the NAEB staff works closely with that of the JCET.

MENC: The Music Educators National Conference

This group is represented on the NAEB Organizational Liaison Committee. Common projects for programs in music education, however, have had to be delayed this year in view of other priorities. Hence, there is no significant progress to report during 1956-57.

MLA: The Modern Language Association of America

This organization has been one of the most alert of the professional associations in its interest in the uses of radio and television for language instruction. During the year, the Executive Director conducted a survey of all language programs on educational radio and TV stations in the U. S. for the MLA in a joint project which will also be included in a UNESCO international report on this subject. He also addressed and served as a consultant for a state conference of the Illinois MLA, which was devoted principally to this problem.

NAFBRAT: The National Association for Better Radio and Television

This Listener Council organization, like the ACBB, is assisted in every way possible by the NAEB in the establishment of a reasonable and fair public reaction voice to the programming available on the U. S. airwaves. Through the efforts of such groups as this, outstanding programs have been recognized and encouraged and provably harmful programs resisted--some having been cancelled partially as a result of responsible educational efforts by such groups.

NAPSAE: The National Association of Public School Adult Educators

A year ago some concern was expressed by younger members of this group regarding the conservative attitude prevalent in it toward the uses of ETV and radio for its activities. We therefore consented to provide materials and participate in its next annual convention to suggest ways in which these tools could be useful to NAPSAB objectives and workers. (This illustrates a frequent function of the NAEB, which we try always to fulfill with tact, educational integrity and only when genuinely invited and needed, to insure against any charge of propagandizing or pressure.)

NARTB: The National Association of Radio and Television Broadcasters

Relations with this, the association of commercial stations and networks (though educational stations may hold membership and several do) continue on an increasingly useful and friendly basis. Both groups are represented at the others' conventions, several professional groups like the CNO have been assisted in projects by the NARTB and the NAEB jointly, and there is an exchange of publications between the two groups. The NARTB is also represented on the NAEB Organizational Liaison Committee.

NCCET: The National Citizens Committee for Educational Television

This group, which operated for several years under grants from the FAE, was discontinued two years ago as a staff operation, its national ETV promotional activities being taken over by the ETRC on a grant from the Ford Foundation. It is still in existence as a national committee, however, being represented on the ETRC and other Boards. The NCCET is represented on the NAEB Organizational Liaison Committee and serves a useful advisory function to the NAEB in its areas of special competence and national citizenship representation.

NEA: The National Education Association

Since 1957 marks the Centennial of the NEA, the NAEB has been especially active in dramatizing and promoting the accomplishments of the NEA and the objectives of American education. The Executive Director is a member of the NEA, and various NAEB individuals assist DAVI, AVCPI and other groups of the NEA as outlined under those organizations.

NMC: The National Music Council

An exchange with this group began when former NAEB President Schooley addressed the Music Educators' National Convention in 1956. So far, however, joint projects likely to result from planning with the NMC, the MENC, and the International Music Council, with which NAEB relations also began during the year, are indefinite and will require more time to develop.

NPAC: The National Project for Agricultural Communications

NAEB relations with this project are well known for their cooperative and friendly nature. We assist members of the NPAC staff whenever we can be of help in planning or conducting seminars, studies or other projects in the wireless media, and exchange publications, materials and ideas with them regularly.

NUEA: The National University Extension Association

Each year, including 1956-57, the NAEB has accepted the NUEA invitation to be represented on appropriate panels and committees at its national convention. The NUEA is also represented on the NAEB Organizational Liaison Committee.

RFE: Radio Free Europe

We have cooperated with this group during the year in its Crusade for Freedom, though less intensively than with the official U. S. Information Agency, the Department of State, and other official offices of the U. S. Government.

RAI: Radio Italiana; the Italian Broadcasting System

We exchange publications with RAI and the Newsletter and Journal are heavily quoted in each issue of the RAI Journal. We have also received several fine program series from RAI, which has provided a splendid office overlooking the Tiber, in its new Broadcasting House, for an NAEB representative each year, so far provided through the Fulbright program. RAI also sponsors the Prix Italia for those classifications in which it does not have programs entered, has twice won first awards, and NAEB past president Seymour Siegel was last year's chairman of the Prix Italia conference.

RDTF: Radiodiffusion-Télévision Française; the French Broadcasting System

RDTF has spared no effort or expense to produce "tailor-made" programs requested and needed for the NAEB Radio Network. Like RAI, it is a generous and gracious host to the NAEB's annual Fulbright scholar who is also the NAEB Liaison representative on the spot to the RDTF. The RDTF's Madame Paz, a distinguished author as well as broadcast official, who is in charge of the NAEB-RDTF program exchange, was a keynote speaker at the 1956 NAEB Convention, and has indicated her interest in returning for the 1957 convention.

SAA: The Speech Association of America

The Executive Director has been a frequent speaker at national conventions of the SAA. The NAEB Associate Director, Engineer, and other representatives have also this year appeared on the programs of various regional and state conferences of the Speech Association.

SMPTE: The Society of Motion Picture and Television Engineers

The NAEB is represented officially in this society by its Engineer, who contributes papers and serves other liaison functions. NAEB engineers generally are encouraged to become members of such groups, and many do so.

SREB: The Southern Regional Education Board

The Executive Director served as a consultant to last summer's Daytona conference. Constant liaison and an exchange of ideas, consultants, publications and materials is regular practice with this imaginative regional organization.

TASO: The Television Allocations Study Organization

This special group was set up to study and recommend the definitive allocation of frequencies for TV in the U. S. The NAEB Engineer is a member of Panel Four, charged with the study and analysis of Propagation Data needed for this study.

UFPA: The University Film Producers Association

This group is represented on the NAEB Organizational Liaison Committee. Principal exchanges between the two groups occur in the areas of coordination of film production for ETV and non-TV uses, to avoid, as much as possible, duplication of functions, and maximum support for and utilization of each others' efforts and products.

UNESCO: The United Nations Educational, Scientific and Cultural Organization

During the past year the Executive Director assisted in the selection of U. S. representatives for two international conferences. Similar advisory and consultant functions are provided for UNESCO on a regular basis. During the year the Executive Director was also appointed to the U. S. National Commission for UNESCO, as well as to membership on two committees: The Mass Media Committee and the 1957 Convention Planning Committee. There is also an equally friendly relationship with the U. N. itself, from which the NAEB has received numerous materials for distribution and with which it has been able to assist in numerous broadcast projects.

URI: Université Internationale Radiophonique; The International University of the Air

The NAEB is represented in and has assumed a considerable leadership role for, this group, which is interested in setting up a regular exchange between educational departments of the broadcasting systems of Europe and the United States. Within the next few years, the flow of materials in this exchange is expected to be very significant, thanks to specific plans laid at a meeting a few months ago in Europe, at which the NAEB was represented by its Fulbright scholars to France and Italy.

USIA: The United States Information Agency

Thanks to patient efforts on the part of the NAEB, particularly its Network Manager, and a reorganization within the USIA, more progress was made during the past single year in cooperation with this group than had been achieved in several years preceding. The NAEB is now providing a considerable flow of programs to the USIA for broadcast around the world. Some of these are specially produced for this purpose. Others are regular series. We are gratified, as is the USIA, by the belief that these programs reflect greater credit on the U. S. than some of those which the USIA for various reasons was previously forced to use.

WRH: World Radio Handbook

In reply to our criticism of the inaccuracy with which American broadcasting generally, and educational broadcasting in particular, were presented in past issues of this world-wide publication, we were invited to write these sections for the WRH. The current issue now presents an accurate picture of these U. S. services, as prepared by the NAEB staff.

* * * * *

Not listed above are various other organizations and foundations, such as the Edison Foundation, various school building councils, planning associations, and other very special groups, with which we have sporadic relations or to which we have occasional representation. There are also a considerable number of organizations with whose objectives we do not care to associate ourselves, and various pressure groups with whom we courteously decline to have any type of interchange. Naturally, all possible assistance is regularly given the U. S. Office of Education and various cabinet, Senate, and Executive requests for information from the Federal Government.

Basically, although we do feel that a great deal of time is required by this type of organizational relations, we also feel that education must be a total and coordinated effort, and to that end provide assistance to responsible organizations with honorable objectives, whenever it lies within our power to do so, while still maintaining our regular services to our members.

September 3, 1957

Mr. R. J. Coleman
Station WKAR
Michigan State University
East Lansing, Michigan

Dear Bob:

Regarding the \$97,000, I see no reason why we shouldn't take 5% and put it in the General and Administrative Account and use the old headings that we have been using during the past year.

Should you wish to check against the current grant, the headings in the request to Ford were:

- | | |
|--|----------|
| 1. Engineering Services, | \$30,000 |
| 2. Management Consultant Services, | 4,000 |
| 3. Educational Television Seminars and Workshops, | 24,000 |
| 4. Placement Service, | 5,000 |
| 5. Fellowships and Scholarships, | 10,000 |
| 6. Grants-In-Aid for Educational Television
Workshops | 18,000 |
| 7. Television Consultant Services | 6,000 |

While we have no formal approval to carry over the balance from last year we are going to get that approval. So suit yourself about using the old accounts or segregating the 1957-58 year. Best regards.

Sincerely,

Frank E. Schooley

FES:nb

CC: Skornia

March 28, 1958

Mr. John K. Weiss
Education Program
The Ford Foundation
477 Madison Avenue
New York 22, New York

Dear John:

I am enclosing the second draft of "Request of the NAEB to the Ford Foundation." Actually this is the fifth draft of a document which is Churchillian, at least in the sense of "blood, sweat and tears." It represents the earnest and best efforts of us all, and most notably those of Harry Skornia.

However imperfectly the Committee may have managed to convey its notions of its hopes and plans, it has tried to make explicit a series of needs and opportunities in education wherein we believe educational radio--and particularly educational television--can play a significant and major role in the future.

In stating our concepts we have tried to transcend existing structures or "hierarchies" within educational broadcasting, and to address ourselves rather toward the issues and needs and the opportunities, not to the sustaining of existing people, places, organizations or activities per se, our own or others.

We hope we have managed to make clear that our concern is not technical or organizational "proprietaryship" of the new means of electronic communication, nor an infatuation with them as gadgets, nor a preoccupation with the techniques as ends in themselves. But we do believe that while "these instruments are only a means to an end," it is highly important at this stage in educational history not to operate in a double vacuum. The ends must be defined and the means must be shaped to the ends. The frequent fact that neither objective is achieved is a situation with which all of us are abundantly familiar.

Obviously this is an NAEB request, conceived in terms of our own tradition, experience and conviction. This, of course, is our frame of reference and we cannot be quite so objective as to deny our own existence. However, in each case where we mention an existing activity or facility within NAEB's operational framework we hope it is clear this is a reference to an already established resource whose values can be transmuted to the future, not an effort to perpetuate the status quo. Our goal: a framework to catalyze a wide-scale attack on these educational problems.

John K. Weiss
Page 2
March 28, 1958

The Committee asked me to present this new and revised draft to you informally once again for your further reaction and comment. When you have had a chance to review the document, we stand ready to discuss it further or to answer any questions you may have--at your convenience. Following that we would then submit the request to the Foundation, formally, and in final form.

With best wishes and thanks from all of us.

Sincerely,



Richard B. Hull, Chairman
Foundation Committee
National Association of Educational
Broadcasters

RBH/mh

cc: Burton Paulu
Frank Schooley
Henry Chadeayne
James Miles
Harry Skornia

In reply, this letter
from John Weiss, dated April 3:
Dear Dick

copy
attached
letter

REQUEST OF THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS
TO THE FORD FOUNDATION

SECOND DRAFT
March 28, 1958

I. The Problem

During the past few years the pressures on both American education and the new instruments and techniques of communication becoming available for its use have greatly multiplied. These education-directed pressures have been felt increasingly by the NAEB: from educational institutions; from its rapidly growing membership of college, university and public school broadcasting stations and closed circuit installations; from other educational associations in the U.S.; and from national and international groups abroad. The present request is responsive to those pressures.

Among the important problems of education generally there are many in which NAEB believes it can provide leadership and assistance.

A. Student-related problems:

1. The flood of students: The sheer number of students represents one of the greatest problems of our time and educational system. Maximum opportunity for their education as well as maximum quality in their education must be more efficiently sought and more effectively maintained. The instruments in which we are specialists--educational television and radio offer great promise in presenting part of the answer to this problem of numbers without lowering educational standards. Television particularly, can spotlight many of education's problems and catalyze a reexamination out of which may come a raising of educational and teaching standards.

2. Mobility of school population is another serious problem with which we believe our skills, resources and experience can be of assistance. The turnover in some school populations exceeds one hundred per cent per year. Educational television and radio services, which would cut across geographical boundaries and reconcile curricular differences, offer great promise in such situations. A constantly available offering of formal and informal educational materials (just as broadcast news and music is found everywhere) could provide not only a resource to be tapped at will, but a benchmark of excellence.

Although we do not favor educational "standardization" as such, television and radio "schools of the air" can assist in the solution of many of the problems which this population mobility brings about. Ninety-seven per cent of Wisconsin's schools use that state's "radio school of the air." Comparable developments in other states and between states by both television and radio need development. The NAEB is interested in continuing to stimulate and assist such developments.

3. The problem of gifted and other special students is one which American education has so far found most difficult to meet adequately. Yet it is probably precisely their maximum development, above all, that we need.

Radio and TV offer great promise for broadening the base of education enough to make possible special courses and programs for:

- (a) Gifted students and students of unequal and unusual ability generally, by providing additional tools to meet the problem.
- (b) The crippled, institutionalized, mentally and/or physically ill and others presently neglected because of the cost of present outmoded measures now used to attempt to meet their needs.
- (c) Numerous other special interest groups, many of which are now frequently not even identified, because of the pressures on teachers.

4. Other problems. The above are only a few of the student-related problems with which television and radio can be of great value. There are many others.

Many of the children in our schools spend more time before television and radio sets than in the classroom or in any other single activity. Courses in critical listening or viewing, comparable to the courses attempted in critical evaluations of our written communications media, are needed. This is an area in which our assistance and leadership are needed, which teachers' colleges and the educational establishments generally ignore and one in which we are exerting increasing efforts.

We believe that we are particularly obligated to assist in the solution of such problems as these.

B. Teacher-related problems

Many of the most acute problems of our educational system are traceable to the number, qualifications and status of members of the teaching profession. The principal problems in this area might be listed as follows:

1. The Teacher Shortage: We believe that educational television and radio, properly used, can help in the solution of this problem in several respects:

- (a) By providing new tools and methods for in-service training and the training of new teachers.
- (b) By helping to increase the prestige of and respect for good teachers--which should increase the appeal of education as a career for more and better people.
- (c) By increasing the efficiency of teachers generally. This aspect of teaching has been long overdue for scrutiny in any case.
(See also Item 4 below).
- (d) By providing a mechanism of distribution whereby, on a "lend-lease," consultant, or special talent basis, the best minds in industry or anywhere in the nation may be used to help teach and inspire the students of the U.S.
- (e) By the redeployment of regular teacher resources, which these electronic tools make possible, and the revision of curricular and class-size concepts which will also result from radio and television use.

2. Counseling, Guidance and Testing

In many cases these functions are not now adequately performed because of the pressures of other, frequently routine ones.

We believe that radio and television can not only be of great assistance in these problems indirectly by enabling teachers to do other things more efficiently, but also directly. Already television and radio have been used for providing more standard environmental situations for students being tested than had been possible previously. Although this is a relatively new field for radio and television uses, it is an important one. We are interested in assisting education to develop it.

3. Instructional quality. We believe that television and radio, as new tools, should make possible considerable improvement in quality of instruction. In most cases, experiments in the uses of television for instruction have been satisfied to claim results "as good as" by traditional methods. Actually far higher quality than that now traditionally found in American education is needed. The comprehensive development and refinement of techniques to achieve such improved quality is one of our principal objectives.

4. Teacher Efficiency

Henry David, in Teachers College Record, says: "I venture the assertion that teachers constitute the most unwisely utilized professional group in this country. The ablest and poorest of them are utilized in exactly the same fashion."

Paul E. Elicker of the National Association of Secondary School Principals of the NEA declares "we must find new and effective teaching techniques."

A large part of the NAEB's present request is for the study of this problem, as it relates to television and radio and in cooperation with the principal other organizations concerned. For television, particularly, has already revealed revolutionary powers of multiplying a good teacher's impact, usefulness and effectiveness.

✓ Research and Teacher and Educational Development sections of this request are directed particularly to this problem.

C. Curriculum problems: Less and less of what the student needs to know as an adult in order to meet the new problems which each year brings, can be given him in advance. Hence "continuing education" takes on new importance and the special ability of the broadcast media to diminish distance and to serve entire populations simultaneously has unique significance. This new situation requires a reexamination of:

1. The general and humanities disciplines versus vocational and skills.
2. Sports etc. versus intellectual pursuits and claims to respect and prestige.
3. "Adjustment" courses versus "the disciplines."
4. Quality versus quantity.
5. National security versus other broader considerations as criteria for curricular change needs: the need to produce men and citizens rather than merely technologists.

✓ It has been said that American education must undoubtedly change more in the next ten years than it has in the past one hundred years. We believe that ~~of~~ television and radio can play a great role in this change.

guc They can be developed and applied increasingly in a variety of ways to serve education's best interests, not only by supplementing conventional procedures with new resource, but as an intrinsic element in the synthesis of new and more efficient educational methods. The use of these media to augment and enrich classroom content on a systematic basis integrated with lectures, discussion, textbooks, syllabi and other instruments, holds great promise. Television, not only a communication medium in its own right, is also a vehicle for all the other media, a channel of transmission--a multiplier and a distributor of audio-visual aids, films, sound, and the teacher himself. Radio and television, applied to education's purposes, can make available to the many, a degree of excellence in educational resource heretofore restricted to the few.

A great deal of experimentation and research (with adequate distribution of results) will be necessary, as proposed, to help solve the problems raised as ~~in~~ open and closed circuit television and radio come more and more to be used to bear that share of the educational load (and only that share) which each can best and most advantageously sustain.

D. Space Problems: In many areas television and radio are already serving as powerful and economical forces in helping to meet what used to be considered as purely a space shortage. In some cases educational television is proving useful for relieving the strain for new buildings, by making it possible for students, away from the university's campus and buildings, to take courses with no loss in quality of instruction. The new role which correspondence and extension courses can play, now that television and radio are being "discovered," is an important one.

In other cases television is able in effect to "remodel" antiquated space arrangements: complicated meters, dials and other instruments which need to be seen or read at the same time, or used together for instruction, can be made to appear side by side on the same screen, saving on sometimes prohibitive costs of transportation, remodeling or redesign.

Studies into the effects of proximity of students with each other, into problems of and alternatives and solutions to, feedback and talkback--these are a few of those problems which need intensive continuing study if space, as we have previously thought of it, is to appear in its proper perspective in future educational planning--and if it is to be weighed properly against other solutions in the educational system of tomorrow.

It is for these reasons that both the Research and Engineering Services sections of this request are so concerned with study and service in this area--in cooperation with school facilities councils, architectural organizations and school planners. It is in this area that the uses of radio and television may indeed be most dramatic in their impact.

E. Local Development Balance Needed

In spite of the disadvantages which local differences and control of education in the U.S. bring with them, few educators today would wish to replace this system with one of strong central or national control.

Most other organizations active in the educational television and radio arena are essentially central or national in outlook. Having grown up as an organization of local units, there is little danger that the NAEB will lose the democratic orientation. But local services and emphases must be increased. Assistance with local research, production, engineering and teacher training aspects of television and radio uses must be emphasized if the dangers of a centralized educational system are to be avoided, and channels from the local to the national level are to be kept open so that philosophical and technical discoveries in these media can be shared but not superimposed.

We should repeat that this is not essentially an NAEB or even a radio or television problem: it is a basic educational problem which must be met on a balanced basis if local roots, initiative and support are to be kept dynamic in American education.

F. Other Problems

We should like to mention only two additional problems:

1. Professionalism among educational broadcasters or communicators.

What is eventually needed is a broadcasting profession, with high standards and prescribed qualifications which can and will be enforced. Our request includes a section devoted to this problem. At this point we would only mention it: as a problem of education rather than one merely of broadcasting.

2. Academic Freedom, Controversy and Related Problems

As the numerical balance between enrollees at public and private institutions is altered in favor of the former, as now appears likely, official pressures, oaths, and controls characteristic of public institutions are likely to become increasingly frequent and onerous. Safeguards in this problem must be established and maintained. The tendency

to conformity as a motivation factor in education must be guarded against. Adjustment is not synonymous with intellectual achievement.

Controversy and open discussion, including discussions of such subjects as water and mineral conservation, and many other problems which are unlikely ever to be adequately discussed under our present framework of industry sponsorship and advertising control, are a particular responsibility of educational broadcasting.

Examinations of the value systems of our nation, based on the desirability of continued inflation, rapid replacement of the "obsolete," other-directedness, the herolizing of the "spender" and the "actor" in our economy, provide other illustrations of the kinds of problems which must be attacked. These problems will need to be attacked both within the curricula and in the adult education efforts of education and educational uses of television and radio at all levels as well. Educational television and radio may yet be able to develop the role left vacant by the New England Town Meeting not only in broadcasts to adult out-of-school publics, but within the classroom and on the campus.

II. Specific Request

To help meet some of the most pressing of these problems, the NAEB respectfully requests consideration of a five year grant in the amount of \$3,060,500.00 for the following specific purposes. The order of listing of items has no priority significance. However, the final item, providing for funds, office and personnel for administering the other functions listed, is obviously essential.

A. RESEARCH (catalytic, operational and clearing house functions)

\$ 87,700 per year
\$438,500 for 5 years

As guidance for all its other activities, the NAEB has always considered

Research as essential. This item is therefore central to the experimentation, fact-finding and interchange of research findings which are needed if available funds are to be wisely spent.

The NAEB's responsibility for helping to meet the need for a research coordination center has become inescapable. At the recent NAEB Research Seminar, attended by some twelve distinguished educators as well as those research specialists who are in charge of research for the ETV projects and stations of the U.S. and Canada, this obligation was firmly put to the NAEB. One of the statements drafted by this Seminar:

Nationally, an appraisal of the impact of educational broadcasting and its role in the total educational picture awaits development of a comprehensive, integrated, country-wide research program which can be systematically implemented over a period of years. Locally, research personnel connected with educational radio and television stations, production agencies, and closed circuit developments, face frustrating problems resulting from significant and complex needs on the one hand and inadequate financial and human resources on the other.

Reacting to a rising tide of requests from college, university and public school radio-television departments, DAVI, UNESCO, and others, the NAEB Research Seminar, through the NAEB Research Committee, called upon the NAEB to set up a Department of Research, headed by a qualified Research Coordinator. This request is responsive to that need.

This Research Department will coordinate and consolidate the results and significance to education of all studies in closed and open circuit TV and radio; in credit, enrichment and general adult education; in impact and effectiveness in the broadcast discussion, public affairs and instructional areas rather than merely in audience size; in utilization as well as in production; in specific techniques and formats as well as in general uses; in teacher and administrator problems as well as in programming; in international as well as national applications. The

Coordinator of Research will both initiate and coordinate research projects, although the development of local research skills and traditions will be stressed. Such a research clearing house function will insure that the human and financial resources now going into the movement are coordinated and reported so they may all be used to best advantage. It will also insure that applicable research in related fields (psychology, sociology, learning theory, teacher-training, mental health, films, etc.) is reported, distributed and related to that carried on specifically for broadcasting needs.

The budget proposed for this NAEB function is as follows:

*Salary--Coordinator	\$16,500
Salary--Assistant Coordinator	7,700
Salaries--Secretarial	5,500
Travel	4,000
Supplies and Expenses	4,000
Research Grants-in-aid	20,000
Seminars and Workshops	10,000
Annual National Study	15,000
Research Reports	<u>5,000</u>
	\$87,700

*All salary items include retirement and workman's compensation provisions.

B. Teacher and Educational Development and Liaison: Integration of television and radio into the total educational effort and framework.

\$ 43,900 per year
\$219,500 for 5 years

This proposal is for funds to provide for the development of services to teachers and administrators of the U.S., in educational uses of television and radio, rather than merely in broadcasting as such. This service would be closely integrated in its functions with both Research as outlined above and Professional Advancement, as listed below.

Through this service, teachers' colleges as well as other universities and colleges would be encouraged and assisted to develop the type of

workshops, courses and training in broadcasting necessary to meet wholly new problems of education and curriculum revision in an electronic age. Initial efforts in this direction have already been undertaken. With funds provided by the current Ford Foundation grant, the NAEB next July is conducting a national seminar on utilization of television and radio in the classroom. Approximately half of the participants will be persons from teacher-training institutions concerned with curriculum planning, teaching methods, and similar courses. Adult education, now too often patterned on schoolroom practices designed for children, would also be an important area in which our assistance would be offered.

For this post, as for others requested, a recognized specialist, not necessarily a broadcaster, will be employed--one qualified to earn and command the respect of educators.

Salary--Coordinator	\$16,500
Salaries--Secretarial	4,400
Travel	3,000
Seminars and Workshops	12,000
Reports	5,000
Supplies and Expenses	<u>3,000</u>
	\$43,900

- C. PROFESSIONAL ADVANCEMENT: the development of standards, qualifications and professionalism.

\$107,000 per year
\$535,000 for 5 years

Educational broadcasting is fast becoming a profession. Several hundred educators, persons involved in closed-circuit and teaching projects and production centers, and station staff personnel, from directors and managers to engineers and writers, have already been given significant

professional upgrading through NAEB Scholarships, Workshops, Seminars and on-the-spot consultation assistance made possible by Ford Foundation grants. Because of the growing importance and magnitude of this development, the NAEB Professional Advancement Committee, following the advice of various distinguished consultants, beginning with Professor Harold Lasswell at the NAEB national convention some six years ago, have called for the appointment of a Director of Professional Advancement to coordinate the many professional and training activities which the NAEB is called upon to handle.

The Coordinator requested would work out joint projects with other professional associations. He would work towards the creation of increasingly high professional standards and skills for educational stations and their staffs, codes of operation, and principles of social responsibility which, we believe, could well eventually affect the entire commercial broadcasting industry as well. In such efforts, the cooperation and experience of all other interested organizations would be solicited and used. The NAEB's present Organizational Liaison (Advisory) Committee will be further developed in this connection.

The budget listed below includes \$80,000 per year for seminars, workshops, workshop grants-in-aid, and scholarships not separately budgeted for in the other requests listed above and below.

Salary--Coordinator	\$16,500
Salaries--Secretarial	5,500
Supplies and Expenses	5,000
Consultation Services	20,000
*Scholarships	25,000
Workshops and Seminars	20,000
Workshop Grants-in-Aid	<u>15,000</u>
	\$107,000

*Includes continuation of present minimal grant types (20 per year for average of \$250.00), the addition of Experts in Residence (\$10,000.00) and foreign exchange study grants (\$10,000.00).

D. PROGRAM DEVELOPMENT: experimentation, coordination and distribution.

\$ 96,100 per year
\$480,500 for 5 years

For the past seven years the NAEB has operated the NAEB Radio Network, serving more than 100 radio stations owned and operated by colleges, universities and public school systems, distributing programs by magnetic tape. At first supported by the W. I. Kellogg Foundation, this activity (as noted below) is now supported on a minimal operational basis by member assessments. The network serves a dual function and offers two program services.

1. It provides America's only "third" program service--comparable to the nationwide television programming service of the Educational Television and Radio Center, drawing on both national and international resources on a wide scale.
2. It offers a specific in-school program service primarily of stations operated by boards of education.

It is this latter portion of our service which is stimulating the most demand for expansion and improvement.

However, the growing national need generally also requires considerable expansion if a service adequate to meet the increased needs of today is to be developed. The present request makes provision, for the first time, for a program director-coordinator who will handle both national and international exchange development. Such a procedure will make possible the distribution of far more significant programs than are at present possible, with both better technical quality and increased educational utilization. (See request for equipment below.)

The coordinator of program development would, with his staff: Provide program coordination (for local programming only, avoiding the Network

ETV program functions of the ETRC) in TV as well as radio, as coordinated media. Operate the NAEB Radio Network, including the handling of international exchange programs, which the NAEB is uniquely equipped to secure from the grass roots of America.

The sum requested for this service would be allocated as follows:

Salary--Coordinator and Program Director	\$ 9,200
Salary--Network Manager	6,600
Salaries--Network Personnel (tape duplicator operation)	22,600
Salary--Secretarial	3,700
Travel	2,000
Supplies and Expenses (including tapes)	20,000
Program Grants (radio, domestic)	40,000
Program Exchange (radio, foreign)	20,000
Equipment maintenance	4,000
Reports	2,000
Total needed per year	\$130,100
Less Estimated Income from Network Members	34,000
Total requested	\$ 96,100

E. REQUEST FOR EQUIPMENT FUNDS: \$38,500.00 (non-recurring)

In addition to the above five year budget, we hereby request \$38,000 to provide for the purchase of new tape duplicating equipment to replace present mass duplicators. Such equipment is essential if the nation's only educational radio network service is to be maintained, or expanded, to meet increased needs. Many of these needs must be met by radio, as is already illustrated in many areas where TV station facilities are already taxed to the breaking point, with the flood of students and pressures still over the horizon. This equipment will also be used for engineering research development as well.

Total requested: \$38,000.00

F. NATIONAL MEMBER SERVICES: the central office function in the national general service area.

\$ 48,100 per year
\$240,500 for 5 years

Adequate resources will make possible the development of services so far barely suggested, and the tapping of institutional and educational potentials not now adequately exploited.

This item would provide funds for editorial personnel and the adequate distribution of materials needed (workshop, research and seminar and utilization materials). It would also make it possible for the NAEB Newsletter and Journal, established publications, both of which provide unique data on instructional radio and television, to serve more adequately as vehicles of ideas, research and committee reporting; the coordination and elucidation functions generally which the nation needs; and to insure their distribution to general educational rather than only educational broadcasting personnel in the U.S. and abroad.

Requested therefore are funds as follows:

Salary--Coordinator	\$11,000
Salaries--Information and Editorial Services	11,900
Salary--Placement Officer	5,300
Salaries--Secretarial	4,400
Travel	2,000
Supplies and Expenses	2,000
Regional Meetings (partial support only)	1,500
Reports, surveys	<u>10,000</u>
	\$48,100

G. TECHNICAL AND ENGINEERING

\$ 28,700 per year
\$143,500 for 5 years

This service was established in 1954 by a grant from the FAE and continued by Ford grants in 1956 and 1957. Educational Broadcasting is quite different from commercial broadcasting both in the type of technical personnel needed and the nature and objectives of the operation itself. The need for educational emphasis and concept on the part of the technical staff is especially important. Engineering, working with production,

can engage in its most creative experimentation at educational stations and production centers. This potential has not been fully realized, principally because the past Engineering Service grants have been on a year to year basis which does not permit planning for long range and continuing projects.

This request therefore is for funds to continue the present Engineering Service with its consultation and developmental assistance, and experimentation , principally in television, but also in radio. This area of need is a continuing and important one especially with the growing use of closed circuit television for instructional purposes. This will provide for continuing engineering assistance to stations* and closed circuit installations in being and in planning stages, for kinescope and other video recording problems, space and architectural planning assistance for studios, studies leading to land-line networks; closed circuit distribution and microwave experimentation, for radio and/or TV stations; FCC technical relations; for technical workshops (budgeted under Professional Advancement); and for the dissemination of technical information to engineering personnel. Out of this service should grow a positive program for the distribution of instructional materials nationally on the most economical basis.

Salary--Coordinator	\$16,000
Salary--Secretarial	3,700
Travel	4,000
Supplies and Expenses	2,000
Reports, Surveys	<u>3,000</u>
	\$28,700

*Approximately two-thirds of the television channels reserved for educational use are in the UHF spectrum and present special problems of transmission and reception. Since "open circuit" instruction in most parts of the nation can only be achieved with the successful activation of these stations, technical attention to these areas is critical.

H. STATION ACTIVATION: a combined effort to activate stations in time to preserve frequencies as an educational resource for the future.

\$100,000 per year
\$500,000 for 5 years

If educational television's and radio's potentials for education are to be realized fully, there must be more stations. Otherwise the dream of the nation's leading educators for full use of the electronic media, for what each can best do, will come to naught. In response to the warnings of the Federal Communications Commission, and the concerns and warnings of many of the nation's most thoughtful educators, concerned lest closed-circuit become American education's only alternative in many areas, managers of ETV stations attending the NAEB's 1957 Allerton House ETV Management Seminar unanimously voted rapid and wide-spread activation of additional ETV stations throughout the U.S. as one of education's most pressing needs particularly since instructional television can be made available to most of America's small towns and its rural areas only by "open circuit" broadcasting over an educational television station.

The present request grows also out of other requests presented to the NAEB (by the Southern Regional Education Board, and others) urging that "immediate and simultaneous efforts be undertaken to activate channels on a nation-wide basis, utilizing all available resources, NAEB, JCET, ETRC, SREB, and all the additional resources which may be marshalled."

The specific mechanism and procedure recommended towards this end is as follows:

1. Appointment of a national coordinator and chairman, with regional coordinators who together will constitute the NAEB Television Development Committee.
2. The committee will make consultants available upon request, to communities and institutions which need help in the development of educational

television stations and projects to help solve the educational problems of the community concerned.

3. Consultants shall advise, assist and instruct the local persons in the foundation of a corporation or organization, approach sources for funds, plan station programming, advise on equipment, aid in application filing, and remain to assist until the station is in operation.
4. The principle of regional and local recruitment of consultants shall be followed.

The present proposal will bring to bear on this problem, in a concentrated five-year effort, the best minds and experience available in the U.S. It is our belief that each activation will cost, in consultant manpower and expense, some 6 months to 1 year, at an estimated \$15,000.00-\$20,000.00 per station. Five to ten stations per year should be possible of activation on this basis, or a total of 50 to 100 additional ETV stations within the next five years. These are stations which would not otherwise be activated.

Budget explanation: For consultant fees, expenses and travel, on a \$1,000 per month plus expenses basis (any balances to be returned):

\$100,000.00 per year

1. NAEB ADMINISTRATION: Office space, staff and facilities, \$102,500 per year (\$55,000.00 the first year), \$465,000 for five years (\$512,500 minus \$47,500. See below).

If the above projects are to be carried out adequately, adequate administrative support and supervision are obviously essential.

This portion of our request makes provision for the continuance of the central NAEB office necessary to administer its many educational activities. Without this the NAEB would be unable to provide the space and other

support necessary to implement the other activities listed.

Salary--Executive Director	\$ 19,800
Salary--Associate Director	13,200
Salary--Administrative Officer	12,000
Salaries--Secretarial	21,500
Travel (Staff, Officers, Committees)	8,500
Supplies and Expenses	6,000
Rental-lease, building maintenance	15,000
Equipment Maintenance	1,000
Reports	3,000
Contingencies	<u>2,500</u>
	\$102,500

Note: Because of the continuance of the terminal W.K. Kellogg Foundation eight-year grant through June 30, 1959, certain salary, travel and expense items indicated above would not begin until July 1, 1959. The first year's grant would therefore be less by \$47,500 than that for later years, i.e., \$55,000 rather than \$102,500.

CONCLUSION

This request is made in its present form after the most serious and mature discussion in several meetings of the NAEB Board of Directors and consultation with numerous recognized educational leaders, both nationally and internationally known.

It is based on the premise that half-measures are inadequate if this nation's educational and leadership responsibilities in our day are to be met adequately. It is our belief also that television and radio, as educational instruments, properly conceived, integrated, supported and used, can assist greatly in this effort.

The next five to ten years will be critical ones, both for American education and educational broadcasting. Nothing less than an adequately coordinated, adequately financed national effort can accomplish the task which must be done.

As Alfred North Whitehead has said: "The novel pace of progress requires a greater force of direction if disasters are to be avoided."

The eyes and ears of millions of people in new-born and backward nations are turned to us. How we use mass media in our present situation will in part determine whether or not we as a nation deserve or continue to exercise world leadership.

As Dr. Tor Gjerdal, of UNESCO, stated it at our last national convention: "If you ever wish to give a lead to the world in the enlightened use of the mass media, this is the place to do it, and this is the time."

It is because we feel that we must bear our share of this responsibility in both the national and international arena that the present request is submitted. Responsibly used and wisely organized, we believe that both educational television and radio can serve our nation and the world well. We pledge such use.

THE FORD FOUNDATION
477 MADISON AVENUE
NEW YORK 22, N. Y.

March 6, 1958

RECEIVED
NAEB HEADQUARTERS

Mr. Richard B. Hull
Chairman NAEB Foundation Committee
14 Gregory Hall
Urbana, Illinois

MAR 10 1958

7 8 9 10 11 12 1 2 3 4 5 6

Dear Dick:

Thanks for your good note of March 1st. I shall be happy to talk with any or all of you about the NAEB situation at your convenience. I am also glad to have word about the projected meeting late in May which you are planning to hold. So far as I know the three days you have selected do not conflict with any other commitments although there is a possibility that I may have to be out of the country at that time.

At a risk of being a bore I can only reiterate one of the observations which I made to you when you were in the office a few days ago. With respect to the meeting I should say that I am much less concerned with the auspices and the mechanics of invitations and sponsorship than I am with what may be accomplished therefrom. Whether or not the meeting is a success seems to me to depend on whether or not the agenda is addressed to fundamentals more than whether specific organizations or indeed even individuals participate.

It was good to have the opportunity to talk with you and I trust that it will not be so long before we get together again.

Sincerely,

John K. Weiss
Education Program

cc: Burton Paulu
Frank Schooley
Henry Cheydeyne
James Miles
Harry Skornia ✓

COPY

March 1, 1958

Mr. John Weiss, Vice-President
The Fund for Advancement of Education
477 Madison Avenue
New York 22, New York

Dear John:

This is to report that Harry Skornia has now completed the first draft of a new NAEB proposal for submission to the Ford Foundation. Burton Paulu, Skornia and I will be giving the material an intensive review during the next several weeks. As quickly as a final and formal document can be prepared we will put it in your hands.

On behalf of all of us may I thank you for your interest and your careful and considered reactions to our preliminary draft proposal. They were extremely helpful. You were most generous with your time, and we are grateful for it.

You may be interested in a brief account of our Washington activities. You recall we had discussed the possibility of a national "overview and directions" session on ETV to be called by the U. S. Office of Education and the NAEB (with the 1950 ETV meeting before the channel reservations as a precedent).

You recall it was this meeting which brought the JCET into being. Now nearly 8 years later we felt it was time to try to re-appraise and assess the directions and the goals in education to which television is being applied.

We spent two days with Franklin Dunham and Gertrude Broderick who report the U. S. Office of Education will not only officially sanction such a meeting, but has a great deal of enthusiasm about it. Dates have been set (May 26, 27 and 28) and official invitations from the U. S. Office of Education will be forthcoming shortly. We would hope that you, Dr. Stoddard, and others can plan to attend.

Dr. Arthur Adams of the American Council on Education signified his interest in having the Council participate and offered the services of the Council's television committee staff toward this end. (Under the joint sponsorship of NAEB and the U. S. Office the Council would be a participant, not a host, and one of the previous rationales whereby the NAEB, the JCET, the ETNC, etc. would ask the Council itself to participate, does not now prevail).

Steetle expressed his interest in such a meeting and pledged his support on behalf of JCET.

Newburn was informed about the meeting and the ETSC invited to attend and participate but is reported not to have committed himself one way or the other.

Next week ETV managers from ETSC affiliate stations are meeting in Biloxi, Mississippi for a general look at "ETV futures," and some useful thinking may come out of this session. I will try to report any developments which may be of interest to you.

Best wishes,

Sincerely,

Richard B. Hull
Chairman NAEB Foundation Committee

REH:ah

cc: Burton Paulu
Frank Schooley
Henry Cheydeyne
James Miles
Harry Skornia

RECEIVED
NAEP HEADQUARTERS
MEMORANDUM

APR 15 1958

April 14, 1958

To: Richard Hull

AM
7/8/9/10/11/12/1/2/3/4/5/6
PM

cc: Harry J. Skornia ✓
Frank E. Schooley

From: Burton Paulu

I have been looking over the note that Harry Skornia sent on April 8 about possible alternate procedures in regard to the Ford Foundation due to the unfortunate death of John Weiss.

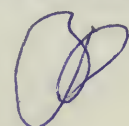
I agree that we should be prepared to offer an interim proposal in the event that John's death causes major dislocation in the Foundation's grants in television. But I also go along with Frank's suggestion that we "just sit and wait for a while, till we're told what to do."

It seems to me that sometime soon you should call one of your contacts in the Ford Foundation, and feel around a little bit to see what's going to happen. John had been circulating this among his associates according to his note to you of April 3. Due to the size of the request, it is certain that top-level approval would in any case be necessary before it was accepted or rejected; and it may be that such reactions were already being formulated, and soon will be forwarded to us. This you could determine from your telephone conversation. On the other hand, if they are completely stopped with this project, and ask for several months more to consider it, you can say that we are prepared to submit an interim proposal "to help them out of their difficulty."

Frank also suggests asking for a straight renewal rather than any other interim suggestion. This too impresses me as a good idea, but you will have to play it by ear and do what seems best.

In the long run, of course, we want foundation grants that are large, cover the right areas, and are long range. If John's death makes this impossible at the moment, then by all means let us suggest an interim procedure; but not to the exclusion of the long view.

BP:ds



1. 1st letter &
req. from Hull
to Weiss
2. Ford Reply
(Nelson)
3. Hull second
reduced
request.
4. Nelson Reply:

Ford Foundation Request

March 28, 1958

Mr. John H. Weiss
Education Program
The Ford Foundation
477 Madison Avenue
New York 22, New York

COPY

Dear John:

I am enclosing the second draft of "Request of the NAEB to the Ford Foundation." Actually this is the fifth draft of a document which is Churchillian, at least in the sense of "blood, sweat and tears." It represents the earnest and best efforts of us all, and most notably those of Harry Skornia.

However imperfectly the Committee may have managed to convey its notions of its hopes and plans, it has tried to make explicit a series of needs and opportunities in education wherein we believe educational radio--and particularly educational television--can play a significant and major role in the future.

In stating our concepts we have tried to transcend existing structures or "hierarchies" within educational broadcasting, and to address ourselves rather toward the issues and needs and the opportunities, not to the sustaining of existing people, places, organizations or activities per se, our own or others.

We hope we have managed to make clear that our concern is not technical or organizational "proprietaryship" of the new means of electronic communication, nor an infatuation with them as gadgets, nor a preoccupation with the techniques as ends in themselves. But we do believe that while "these instruments are only a means to an end," it is highly important at this stage in educational history not to operate in a double vacuum. The ends must be defined and the means must be shaped to the ends. The frequent fact that neither objective is achieved is a situation with which all of us are abundantly familiar.

Obviously this is an NAEB request, conceived in terms of our own tradition, experience and conviction. This, of course, is our frame of reference and we cannot be quite so objective as to deny our own existence. However, in each case where we mention an existing activity or facility within NAEB's operational framework we hope it is clear this is a reference to an already established resource whose values can be transmitted to the future, not an effort to perpetuate the status quo. Our goal: a framework to catalyze a wide-scale attack on these educational problems.

The Committee asked me to present this new and revised draft to you informally once again for your further reaction and comment. When you have had a chance to review the document, we stand ready to discuss it further or to answer any questions you may have--at your convenience. Following that we would then submit the request to the Foundation, formally, and in final form.

John K. Weiss
Page 2
March 23, 1958

With best wishes and thanks from all of us.

Sincerely,

/s/ Dick

Richard B. Hull, Chairman
Foundation Committee
National Association of Educational
Broadcasters

RBH/mh

cc: Burton Paulu
Frank Schooley
Henry Chadeayne
James Miles
Harry Skornia

In reply, this letter from John Weiss, dated April 3:

Dear Dick:

I have your note of March enclosing the draft proposal of the NAEB request to the Ford Foundation. While I have not yet read it myself, I have undertaken to circulate it among my colleagues and when I have some reaction and have had a chance to study it personally, I shall be in touch with you.

Sincerely,

John K. Weiss
Education Program

CC: Burton Paulu
Frank Schooley
Henry Chadeayne
James Miles
Harry Skornia

Copied NAEB Headquarters 5/2/58dfc

Letterhead of
THE FUND FOR THE ADVANCEMENT OF EDUCATION
ESTABLISHED BY THE FORD FOUNDATION
477 MADISON AVENUE
New York 22, N. Y.

May 20, 1958

Mr. Richard B. Hull, Chairman
Foundation Committee
WCBS-TV
1450 North Starr Road
Columbus 21, Ohio

Dear Mr. Hull:

At the conclusion of our discussion of the "Request of the National Association of Educational Broadcasters to the Ford Foundation", at my office on May 21, I agreed to discuss this request with others here and let you have a response thereto at the earliest practicable time.

You will recall that, in our discussion, I did not encourage you to anticipate grant support from the Fund for the Advancement of Education. I must now tell you that the Fund is not prepared to provide support for the proposal.

This is also true of the Ford Foundation.

I appreciate the opportunity for our discussion of the proposal which you and your associates, Messrs. Burton Pauls, Harry Shornia and Henry Cheydoyno, made possible.

Sincerely,

Lester W. Nelson
Treasurer

LWN:js
cc: Mr. Burton Pauls
Mr. Harry Shornia
Mr. Henry Cheydoyno

C
O
P
Y

(Ford)

THE FUND FOR THE ADVANCEMENT OF EDUCATION
ESTABLISHED BY THE FORD FOUNDATION
477 MADISON AVENUE
NEW YORK 22, N.Y.

OFFICE OF THE
ASSISTANT VICE PRESIDENT

June 20 1958

Mr. Richard B. Hull, Chairman
Foundation Committee, NAEB
2480 North Starr Road
Columbus 21, Ohio

Dear Mr. Hull:

Your letter of June 6, received here on June 9, requested further support in the amount of \$166,000 for "Continuance and Termination of Present Foundation-Supported Services" of the National Association of Educational Broadcasters for the two-year period, 1958-1960. Of this amount you request \$91,000 for 1958-1959 and \$75,000 for 1959-1960.

This request has received careful consideration and I am writing to say that neither the Fund for the Advancement of Education nor the Ford Foundation is prepared to provide the further grant assistance requested.

Your letter also identifies what you refer to as an "article of conscience," described "as a two-year \$60,000 program of 'Research in Educational Telecommunications', during 1959-1960." Although you do not specifically present this as a formal grant request, you do indicate that "----NAEB is prepared to undertake such a project, ----", also indicating that "the auspices under which it is conducted are far less important than meeting the need."

Mr. Richard B. Hull

-2-

June 20, 1958

I assume, however, you do wish some indication of the degree of Fund interest in this, so far as grant support is concerned. Here again, I must tell you that the Fund is not prepared to support such a project at this time.

With best wishes,

Sincerely,

Lester W. Nelson
Assistant Vice President

June 19, 1958
RECEIVED
NAEB HEADQUARTERS

JUN 20 1958

AM
7 8 9 10 11 12 1 2 3 4 5 6 PM

Mr. Lester Nelson, Treasurer
477 Madison Avenue
The Fund for the Advancement of Education
New York 22, New York

Dear Mr. Nelson:

Pending consideration and action by the Foundation on the recent NAEB requests for funds to cover proposed activities in the use of radio and television for education during the next two years, this is to request permission of the Foundation to use unexpended funds in the next fiscal year.

As you know, the present grant was for a one-year period, and for specific purposes. We have found it impossible to hold two of the seminars before June 30. Too, we have some moral commitments to some of our staff, as Dr. Skornia pointed out in our recent discussions.

Therefore, may we have your authorization to expend unused balances after July 1, in order to carry on the same work contemplated when the grant was made?

Sincerely,

Richard B. Hull, Chairman
Foundation Committee
2480 North Starr Road
Columbus 21, Ohio

RBH/mh

cc: Burton Paulu
Henry Chadeayne
Harry Skornia
Frank Schooley
James Miles

June 24, 1958

Mr. Lester W. Nelson
Assistant Vice President
The Fund for the Advancement
of Education
Room 415, Illini Union Building
Urbana, Illinois

Dear Mr. Nelson:

Perhaps I should have explained in my earlier note: I wished only to ask if any reply might be available to our last request (copy attached) about using funds for the purposes outlined after July 1, as was done last year.

Otherwise we shall be faced with cancelling two workshops (Teacher Utilization and ETV Managers) for which arrangements have been made and participants and consultants selected.

Mr. Hull is on vacation, and Mr. Paulu has resigned to accept the Fund's study grant. We are having a Board meeting in Chicago tomorrow to plan future steps. It is only because of this timing that I bother you. I had no intention of protesting in any way or discussing the earlier decisions: in reaction to our large request; and in reaction to our two-year interim request.

I am tied up as Toastmaster of a banquet tonight from about 6:15 to 9:00 or so. If possible, however, I should be grateful to know in time for tomorrow's meeting, so I may report to our Board meeting whether any decision has been made or implied on our last request only.

Sincerely,

Harry J. Skornia
Executive Director

HJS/afc
Enclosures

Mr. Lester Nelson, Treasurer
The Fund for the Advancement of Education
477 Madison Avenue
New York 22, New York

June 6, 1958
RECEIVED
NAEB HEADQUARTERS

JUN 9 1958

AM PM
7 8 9 10 11 12 1 2 3 4 5 6

Dear Mr. Nelson:

On behalf of the Committee, I want to acknowledge your May 28th letter responding to the "Request of the National Association of Educational Broadcasters to the Ford Foundation," the five-year \$3,000,000 proposal designed to deal with fundamentals in the continuing application of radio and television to the problems of U. S. education.

We understand that neither the Fund nor the Foundation is now prepared to provide support for the \$3,000,000 proposal which we discussed with you informally on May 21st. We also understand that you--in your dual capacity as member of the Foundation's Education Division and Treasurer for the Fund--are speaking definitively on behalf of both in your letter of May 28.

Naturally, we view this decision with some disappointment because of our concern about the basic problems and needs in educational telecommunications and our belief in the necessity of a structured, not a random attack upon them. At the same time, we understand there are many considerations which the Foundation must observe in the making of such a decision. We do appreciate the thorough and careful attention you gave to our proposal, and we are particularly grateful for your efforts in securing a reply quickly enough to permit us to proceed with our immediate interim financial problem. This issue, of course, had been "tabled" pending a response on our major proposal.

In our May 21 discussion, we noted that the present Foundation grant to NAEB would expire June 30. We identified--but did not then pursue--the subject of a short-time continuing grant which could materialize in either of two ways, e.g., on one basis should the \$3,000,000 project be approved and on another should it be rejected. John Weiss had discussed this last contingency with the Committee (and I believe with you) and--recognizing the problem of personnel presently employed under the grant as well as other considerations--had stated his belief a solution of some sort could be found. It is on this problem of short-term interim financing after June 30 that I now seek your counsel.

A. Continuance and Termination of Present Foundation-Supported Series--\$167,000

The Committee proposed to submit a request for a two-year grant on a tapering-off and terminal basis during 1958-59 in total amount of \$167,000 with \$91,000 budgeted the first year and \$75,000 in the second.

Lester Nelson
June 6, 1958
Page 2

During the first year the proposal would envision a continuation--with some reductions--of the services made possible by the present Foundation grant. Simultaneously, plans for a sharp cut-back of services in the second year would be under way.

During the second year a number of services previously offered would be eliminated altogether and arrangements for their complete termination--or continuation under other than Foundation auspices--at the end of the year would be completed. Such a plan would assure NAEB services to new and pending stations at a vital time (the Senate has just passed a bill providing \$1,000,000 to each State for educational television equipment). It would also provide for an orderly termination of services and presently-employed personnel over the two-year period.

B. Research--An "Article of Conscience"--\$60,000

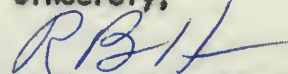
The Committee has also directed me to identify--quite separately and apart from the foregoing--what might be classified as an "article of conscience." We describe it as a two-year \$60,000 program of "Research in Educational Telecommunications," during 1959-60. While the NAEB itself is prepared to undertake such a project, the auspices under which it is conducted are far less important than meeting the need. We have quite specific concepts of that need and of what we mean by "research," and those concepts come from the "firing line."

At virtually every national and international conference held on educational television this year (most recently the NAEB-U.S. Office of Education session in Washington) which Scanlon and Stoddard attended, the first and most urgent need expressed has been for research: for the collection, coordination, interpretation and distribution of findings in a clearing house function, for the development of research of different types from those now available, including inter-media effects and combined uses. No where does there exist any picture of the totality of involvement in these areas, only its parts.

It is our belief that the results of two years of intensive effort, responsive to the urgings NAEB has received from agencies, would be educationally significant whether carried beyond 1959-60 or not. It is also our belief for the amount budgeted a capable director could be secured on leave from a permanent position, and a comprehensive approach to this spectrum of problems begun.

I will be most grateful for your reactions and I stand ready to provide you with more detailed information at your request.

Sincerely,



Richard B. Hull, Chairman
Foundation Committee
2480 North Starr Road
Columbus 21, Ohio

RBH/mh

cc: Paulu, Schooley, Chadeayne, Miles, Skornia

THE FORD FOUNDATION
477 MADISON AVENUE
NEW YORK 22, N. Y.

APR 7 9 30 AM 1958


WILL & WILCO April 3, 1958
UNIVERSITY OF ILLINOIS

Mr. Richard B. Hull, Chairman
Foundation Committee
National Association of
Educational Broadcasters
Ohio State University
Columbus 10, Ohio

Dear Dick:

I have your note of March 28 enclosing the draft proposal of the NAEB request to the Ford Foundation. While I have not yet read it myself, I have undertaken to circulate it among my colleagues and when I have some reaction and have had a chance to study it personally, I shall be in touch with you.

Sincerely,


John K. Weiss
Education Program

CC: Burton Paulu
Frank Schooley ✓
Henry Chadeayne
James Miles
Harry Skornia

C
O
P
Y

Schroley

April 8, 1958

TO: Richard B. Hull

Dear Dick:

I talked to Frank, who came up with several good ideas. I've included some of his with others and submit the following for reaction.

On an interim basis for either a full year or (as Frank also suggests) a six months basis (which would put us on the same calendar year basis as the Center and JCET), we might get by with renewal of:

Engineering Services	\$30,000.00
Management Consultation Service	4,000.00
Seminars and Workshops (run by NAEB)	24,000.00
Placement (as at present only)	5,000.00
Fellowships and Scholarships	10,000.00
Grants-in-Aid for ETV Workshops	<u>18,000.00</u>
	\$91,000.00

These are all renewals. We should request permission to revamp and liberalize scholarships, since funds are not moving on the present pittance (up to \$300.00 or so) basis.

Rather than list Consultant Services renewal at \$6,000.00 since these funds aren't moving much either, except as stop-gap for our hoped for activation project, I suggest we request

Activation and Consultation \$50,000.00: This needs to be big enough to enable setting up the structure and mechanics. Otherwise it will limp along and die. It deserves taking a stand on.

I'd also seriously hope a couple of other projects, too seriously needed to wait for an interim period to pass, should have some progress. I recommend requesting:

For Research (on essentially the same basis that we now have Bidlack and Engineering), Program Director, and Equipment on a stop-gap interim (experimental) basis:

Richard B. Hull

-2-

April 8, 1958

	<u>Salaries and Expenses</u>	<u>Space Rental</u>
Research	\$30,000.00	\$1,500.00
Program Director	30,000.00	1,500.00
TOTAL		<u>\$63,000</u>
Equipment (non-recurring)		<u>38,000</u>
TOTAL		<u>\$101,000</u>

This would give us:

Renewals	\$91,000.00
Activation (new, but including consultation, previously offered)	50,000.00
New (most urgent only) projects	63,000.00
Equipment	<u>38,000.00</u>
TOTAL	\$242,000.00 of which 5% (\$12,100.00)

would be for administrative expenses.

Perhaps we should also request editorial help, but I don't want to push too far. Probably I already have. What do you (all) say?

Regards,

H. J. Skornia
Executive Director

HJS:jg
CC for comment (before sending to Hull):
Schooley
Hill
Bidlack
CC after comments:
Paulu

Richard Hull

-3-

April 8, 1958

*to letter to
Hull*

P.S. After seeing this, Frank says:

(1) He'd just sit and wait for a while, till we're told what to do. I assume that's what you'll do anyway, isn't it? At least for a couple of weeks.

(2) He says he'd probably, if he were doing it --- and it were an interim basis thing -- ask for a straight renewal, with no changes or ^{new} ~~no~~ elements. I think his suggestion deserves careful consideration and don't believe my suggestions, as contained in this note, should be adopted without careful listening to him. I'd guess a straight renewal is what they would be most likely to grant.

Regards,

/s/ H

Harry J. Skornia

RECEIVED
RADIO STATION

APR 16 8 35 AM 1958

MEMORANDUM

WILL & WUC
UNIVERSITY OF ILLINOIS

April 14, 1958

To: Richard Hull

cc: Harry J. Skornia
Frank E. Schooley ✓

From: Burton Paulu

I have been looking over the note that Harry Skornia sent on April 8 about possible alternate procedures in regard to the Ford Foundation due to the unfortunate death of John Weiss.

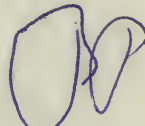
I agree that we should be prepared to offer an interim proposal in the event that John's death causes major dislocation in the Foundation's grants in television. But I also go along with Frank's suggestion that we "just sit and wait for a while, till we're told what to do."

It seems to me that sometime soon you should call one of your contacts in the Ford Foundation, and feel around a little bit to see what's going to happen. John had been circulating this among his associates according to his note to you of April 3. Due to the size of the request, it is certain that top-level approval would in any case be necessary before it was accepted or rejected; and it may be that such reactions were already being formulated, and soon will be forwarded to us. This you could determine from your telephone conversation. On the other hand, if they are completely stopped with this project, and ask for several months more to consider it, you can say that we are prepared to submit an interim proposal "to help them out of their difficulty."

Frank also suggests asking for a straight renewal rather than any other interim suggestion. This too impresses me as a good idea, but you will have to play it by ear and do what seems best.

In the long run, of course, we want foundation grants that are large, cover the right areas, and are long range. If John's death makes this impossible at the moment, then by all means let us suggest an interim procedure; but not to the exclusion of the long view.

BP:ds



Schooley

April 25, 1958

To: Richard Hull and Foundation Committee Members

Dear Dick (and others):

I'm wholly in the dark on Foundation Relations for Ford:

- (1) Since Weiss's death and
- (2) McBride's word that Faust has been quite ill.

Your word that you'd had a report that Seay has also been ill was my first from there since January. Wonder if we "jinx" 'em?

Anyone you can call at Ford? I'd suggest Stoddard or Siepmann as unofficial advisors. Or Al Eurich (through Paulu) if we really can't get through by some other way.

As a last resort we could call Heald's assistant, Jim Armsey, whom we all know pretty well here (former NAEB Public Relations Committee member). Any other ideas?

Sincerely,

Harry J. Skornia
Executive Director

HJS:jg

CC to: F. Schooley
Burton Paulu
Henry Chadeayne
James Miles

RECEIVED
RADIO STATION

MAY 1 2 25 PM 1958

April 29, 1958

WILLIAM HUG
MAY 1 1958
Harry J. Skornia, Executive Director
National Association of Educational Broadcasters
14 Gregory Hall
University of Illinois
Urbana, Illinois

As you know, after receiving your April 25th letter in re progress of NAEB-Ford Foundation relationships "since John Weiss' death and McBride's word that Faust has been . . . ill" I called you to report the following:

- (1) I have talked with Dr. Alexander Stoddard on two different occasions since the Weiss tragedy. The first meeting was a day or so after the accident at which time Stoddard reported rather complete confusion in the Ford offices and concern that the multitude of projects (which Weiss with his virtuoso skill had kept in balance) could be properly re-assigned administratively. The difficulty--one man who could duplicate the performance.

The obvious possibility that no such man would be found quickly and that the various tasks would probably be "distributed" led me to call you and ask that you and Schooley prepare a "short-time, minimum request" (equivalent to last years) on the basis of an interim period would occur and that we should be ready if such proved to be the case.

Thursday in Washington, D.C., Stoddard advised that Dr. Alvin Eurich would have general supervision of this area and he therefore represents the prime contact.

- (2) Saturday afternoon I received a letter dated April 25th from Lester W. Nelson, Executive Associate, The Fund for Advancement of Education (copy attached) noting the NAEB-FF negotiations and suggesting a discussion in New York on May 7th or May 9th.

Following our conversation, I discussed the matter with Paulu. We tentatively agreed to have an NAEB representative meet with Nelson in New York on May 9th and I have written Nelson to this effect. Since Eurich now enters the equation, it might be advisable to leave a line open so that Paulu as president could independently contact him if this seems advisable. Meanwhile, I suggested to Paulu that an interim budget be drafted and ready to submit if this should seem advisable.

Sincerely,

Richard B. Hull
Richard B. Hull, Director
Radio and TV Broadcasting

RBH/mh

cc: Paulu, Schooley, Chadeayne, Miles

Franz I wanted to leave a desert "in" to

George possible

THE FUND FOR THE ADVANCEMENT OF EDUCATION
ESTABLISHED BY THE FORD FOUNDATION
477 MADISON AVENUE
NEW YORK 22, N.Y.

April 23, 1958

Mr. Richard B. Hull
National Association of
Educational Broadcasters
The Ohio State University
Columbus 10, Ohio

Dear Mr. Hull:

Dr. Eurich has requested that I arrange to see and talk with you about the five-year grant request of the National Association of Educational Broadcasters to the Ford Foundation which was transmitted to Mr. Weiss under date of March 28, 1958. I know of the previous informal discussion you have had with Mr. Weiss and you know, of course, of his tragic death in the Capital Airlines crash on Easter Sunday at Midland, Michigan.

I shall be happy to meet with you at any mutually convenient time and, perhaps you would care to suggest a date and hour which would be possible for you here in New York. It may be helpful if I suggest the dates of Wednesday, May 7, or Friday, May 9, as possibilities for me. My present commitments would make an earlier date virtually impossible.

I shall await word from you.

Sincerely,

Lester W. Nelson
Executive Associate

HK - out 7-8
one 9

*Parson-Wal. 1000
may 9th*
Hille for 8

gws
May 1, 1958

To: Burton Paulu

Dear Burt:

If I'm not along, the letter from Adkins to McBride, April 22, and accompanying ditto, (outlining the need for NAEB Newsletter on techniques etc. for teachers using ETV) provide excellent ammunition for the acute need of the NAEB for a full-time editor. He could handle Journal, Newsletter, Fact Sheets and other such special things, which now "just happen," often with serious "bloopers."

It is one of our most real needs.

Sincerely,

Harry J. Skornia
Executive Director

HJS/dfc

CC: Richard Hull

Frank Schooley ✓

F E S

Tried to get
Hull over week-
end to see about
discussing
extension of
present staff.
Very surprising.
We all felt greatly
encouraged.
H.

Letterhead of
THE FUND FOR THE ADVANCEMENT OF EDUCATION
ESTABLISHED BY THE FORD FOUNDATION
477 MADISON AVENUE
NEW YORK 22, N. Y.

May 28, 1958

Mr. Richard B. Hull, Chairman
Foundation Committee
WOSU-TV
2480 North Starr Road
Columbus 21, Ohio

Dear Mr. Hull:

At the conclusion of our discussion of the "Request of the National Association of Educational Broadcasters to the Ford Foundation", at my office on May 21, I agreed to discuss this request with others here and let you have a response thereto at the earliest practicable time.

You will recall that, in our discussion, I did not encourage you to anticipate grant support from the Fund for the Advancement of Education. I must now tell you that the Fund is not prepared to provide support for the proposal.

This is also true of the Ford Foundation.

I appreciate the opportunity for our discussion of the proposal which you and your associates, Messrs. Burton Paulu, Harry Skornia and Henry Cheydeyne, made possible.

Sincerely,

Lester W. Nelson
Treasurer

LWN:njb

cc: Mr. Burton Paulu
Mr. Harry Skornia
Mr. Henry Cheydeyne

C
O
P
Y

June 3, 1958

Mr. Henry F. Chadeayne
Station KETC
6996 Millbrook Boulevard
St. Louis 5, Missouri

Dear Henry:

I've forwarded your bill for payment at once for the Washington meeting. Mighty pleased to have you there to help hold things on the track.

The Fund letter regarding our grant request was a real shock to me too. I got it on Saturday and spent the rest of the day bumping into things. I tried calling Paulu and Hdl and finally got them yesterday. I'd guess we now talk about parts --- i.e. the interim type, preferably more than one year but including even only one year renewal of what we now have --- or less. I think unless they feel terribly negative about us that enough of what we have should be continued at least long enough so we can let personnel to whom we're committed (like Bidlack) make other plans. The same applies to projects already undertaken. If all else fails, we'll need to request permission to use remaining funds, as a common pool, for the next few months. Those, at least, were my suggestions to Dick, for phone call to Nelson which I expect he has made by now.

If you have or get any clues any place, please feed 'em in. My thinking is:

(1) We were told two years ago to apply to the Ford Foundation itself. Our grants have been from them. Yet we get our answers from and appointments with Fund for the Advancement, whose objectives, I fear, are less broad. Having tailored our proposal to fit Weiss' suggestions leaves me confused but feeling that we're caught between their own jurisdictional differences of thinking --- where we're too broad in approach for the Fund, but cut off from the Foundation as a direct channel.

(2) That they want to support projects instead of associations, which they may feel (however wrongly) should or can be member-supported.

(3) That our former (Fund for Adult Education) orientation (controversy, etc.) isn't what they like.

Mr. Henry Chadeayne
Station KETC - St. Louis

Page Two
June 3, 1958

(4) That Weiss was a one-man contact that hadn't gotten solidified before he died. It would have been nice to be able to engage in informal discussion with others, as we did with him, before leaving a document which was never intended for others. His sudden demise therefore looms as a large factor.

(5) The possibility: that we never had a chance anyway --- they having decided already what to support: possibly ETRC etc. But this is difficult to believe, in view of the reception accorded us.

(6) That some of the "leaks" (George Stoddard enthusiasm) may have mobilized some behind the scenes opposition, even though Weiss (but not Nelson) had said they'd make up their own minds.

All this is of course pure conjecture. I'm still concerned at having earlier been told to deal with Ford itself, but being obliged to see only Fund people--- the Ford decision in fact being a single sentence in our last (Fund) letter. How to shore this up may be our real problem --- which must meanwhile yield precedence to getting continuance of whatever we can meanwhile through whatever channels are prescribed.

Maybe, meanwhile, the missing clues will emerge.

Most sincerely,

Harry J. Skornia
Executive Director

HJS:jg
CC: Paula
Hull
Schooley ✓

May 29, 1958

Mr. Richard Hull
Station WOSU
Ohio State University
2480 North Starr Road
Columbus 21, Ohio

Dear Dick:

For your drafting job, which is difficult in any case, I'd like to get you my best ideas of the moment, without delay.

The first, unrelated to specific items given below, is this: When it's in draft by you, how about sending to Wilbur Schramm who has a great gift for words and precision? Bob Shayon might also react, if it's explained in a brief note that this is a sort of "credo" being developed for special distribution.

Some of the ideas (meanings for the NAEB of the Washington Meeting, i.e. what it means we must or should do):

"As the broadly-based Association, responsible for both radio and TV, closed and open circuit, it is incumbent on us to pursue with energy and vigilance the activation of all types of broadcast facilities for education: AM frequencies as the occasion may arise; FM frequencies: for a distinctive alternative program service as well as a supplement to TV for directly educational uses; television, both closed circuit and open circuit; and eventual local, regional and national network interconnection of the educational resources of the nation in all these media.

"As one of the parent organizations of other groups, distinguished from the NAEB by more specialized and limited functions in television particularly, the NAEB stands ready at all times to engage in mutual consultations and coordinative efforts aimed at securing for American education greater benefits and greater educational uses of all electronic communications media.

"Recognizing the need for new types of research to provide the evidence needed for sound planning, it is incumbent upon the NAEB, with its long history of research in television and radio, to assume increased leadership, initiative, planning and coordinating functions in research. Only with such research will the new meanings and dimensions of this medium as an instrument of education and understanding be revealed.

Mr. Richard Hull
Columbus, Ohio

May 29, 1958
Page Two

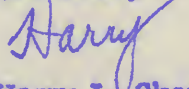
"Recognizing that the success of educational television and radio in this nation must depend in large part on the highest type of individual at all (managerial, production and utilization) levels, it is also vitally essential that the NAEB continue and intensify its efforts to develop a generation and corps of the highest standards of professionalism in both education and broadcasting --- based on sound social science and humanities emphases, as well as the natural sciences and requisite technical skills. This must include the closest possible cooperation with teachers and administrators at all levels of education.

"Since, until far greater numbers of frequencies (the resources and values of which to American education are barely beginning to emerge) are activated, reserved channels for television are in especial jeopardy, the NAEB must lend all efforts to insure that stations are not relegated to a position second to closed circuit uses, lest a resource, which will only eventually be appreciated, be forever lost to American education and the American culture. Equal vigilance must be exercised to insure that the benefits of these stations become available for all levels and types of education: non-credit as well as credit courses; adult education as well as elementary and secondary education; public affairs as well as content oriented materials.

"Beyond the areas currently served by various organizations in which lack of initiative may be fatal, there are other vast areas of possibly fatal errors: in technical, public relations, educational procedure (add others) and administrative and financial practices. In these service areas, as well as at the philosophical level, the leadership of the NAEB must be courageously asserted: not as itself a determiner of policy but in its already established role of bringing together with educational broadcasters the best minds in America to hammer out such policy. Only by its ever more vigorous pursuit of these functions can the NAEB continue to deserve the support and confidence both of its rapidly growing professional membership and the ever broadening bases of support by national associations, foundations and industry, whose understanding and support are gratefully acknowledged."

Sorry it's so hasty. But maybe, with the others, something can come out of such thoughts. Unless we exploit this now, we'll certainly be missing the boat.

Our best,



Harry J. Skornia
Executive Director

HJS:jg

CC: NAEB Board

Leonard Marks

To all recipients of copies: Best regards. Too busy to write you all separately to say how proud I was of the NAEB and its representation at the Washington meeting.

H. 

FES

June 5, 1958

AIR MAIL - SPECIAL DELIVERY

Mr. Richard B. Hall
Station WOSU
Ohio State University
Television Building
2480 North Star Road
Columbus 21, Ohio

Dear Dick:

Attached is hasty suggestion worked out by Schooley and Skornia as
your Eriema Subcommittee of Foundation Relations Committee:

For 1958-1959

Continuation of present projects, as follows:

Seminars and workshops	\$21,000.00
Workshop grants-in-aid	10,000.00
Fellowships and scholarships (\$500.00 maximum)	8,000.00
Engineering	30,000.00
Placement (employment) office (reduced from \$5,000.00; to be discontinued at end of 1958-59)	3,000.00
Consultation (combining present management and labor consultation with general (operational, administrative, technical, production, and in- structural) consultation aid into a single service and reducing the present total of \$10,000.00 to \$8,000.00).	8,000.00
Total	\$91,000.00

Mr. Richard B. Hall

June 5, 1958

For 1959-1960

Seminars and workshops	\$20,000.00
Workshop grants-in-aid	15,000.00
Fellowships and scholarships	5,000.00
Engineering and consultation (combined)	35,000.00
Total	\$75,000.00

No funds for Placement are requested, visualizing discontinuance or absorption at the end of 1958-59.

Two Year Proposal for Research

At virtually every national and international conference held on educational television this year, the first and most urgent need expressed has been for research: for the collection, coordination, interpretation and distribution of findings in a clearing house function; for the development of research of different types from that now available, including inter-media effects and combined uses. It is our belief that the results of two years of intensive effort, responsive to the urgings we have received from many agencies, will be educationally significant whether continued beyond 1959-60 or not. It is our belief that for the amount budgeted, a capable director could be secured on leave from a permanent position.

This would be budgeted as follows:

Research Director, secretarial assistance, travel and supplies and expenses	\$30,000.00
Annual study, including publication (comparable to earlier NABE monitor studies)	15,000.00

Mr. Richard D. Hall

June 5, 1958

Research reports and distribution

\$5,000.00

Annual Seminar of ETV and Educational
Research Directors

10,000.00

Total Per Year

\$60,000.00

In haste, regards,

Harry J. Skornia
Executive Director

HJS:cmg

CC: Burton Paul
F. Schooley ✓
H. Chaskeyne

Frank Schooley

SPECIAL DELIVERY

June 6, 1958

To: Richard Hull

Dear Dick:

Had to have my other letter to you typed between phone calls. Therefore one good suggestion of Schooley's didn't get incorporated.

Last item of 1959-60 should read: "Consultation, including Engineering." I've changed on the attached copy. I assume you won't get this out until Monday, anyway.

Call Frank or Harold if any questions while I'm in Daytona, for which I leave on Sunday. Call me there at the Daytona Plaza if anything comes up. I expect to be back Thursday night.

In case you need copy of what was said about each item requested, attached are copies of what we said in the past. I'd assume that the less detail the better at this point, unless Nelson specifies otherwise.

Best regards,

Harry J. Skornia
Executive Director

HJS/dfc

CC: Frank Schooley ✓

Henry Chadeayne

Enclosure

RECEIVED
RADIO STATION

JUN 9 8 33 AM 1958

WILLIAM H. HUGO
UNIVERSITY OF ILLINOIS

June 6, 1958

Mr. Lester Nelson, Treasurer
The Fund for the Advancement of Education
477 Madison Avenue
New York 22, New York

Dear Mr. Nelson:

On behalf of the Committee, I want to acknowledge your May 28th letter responding to the "Request of the National Association of Educational Broadcasters to the Ford Foundation," the five-year \$3,000,000 proposal designed to deal with fundamentals in the continuing application of radio and television to the problems of U. S. education.

We understand that neither the Fund nor the Foundation is now prepared to provide support for the \$3,000,000 proposal which we discussed with you informally on May 21st. We also understand that you--in your dual capacity as member of the Foundation's Education Division and Treasurer for the Fund--are speaking definitively on behalf of both in your letter of May 28.

Naturally, we view this decision with some disappointment because of our concern about the basic problems and needs in educational telecommunications and our belief in the necessity of a structured, not a random attack upon them. At the same time, we understand there are many considerations which the Foundation must observe in the making of such a decision. We do appreciate the thorough and careful attention you gave to our proposal, and we are particularly grateful for your efforts in securing a reply quickly enough to permit us to proceed with our immediate interim financial problem. This issue, of course, had been "tabled" pending a response on our major proposal.

In our May 21 discussion, we noted that the present Foundation grant to NAEB would expire June 30. We identified--but did not then pursue--the subject of a short-time continuing grant which could materialize in either of two ways, e.g., on one basis should the \$3,000,000 project be approved and on another should it be rejected. John Weiss had discussed this last contingency with the Committee (and I believe with you) and--recognizing the problem of personnel presently employed under the grant as well as other considerations--had stated his belief a solution of some sort could be found. It is on this problem of short-term interim financing after June 30 that I now seek your counsel.

A. Continuance and Termination of Present Foundation-Supported Series--\$162,000

The Committee proposed to submit a request for a two-year grant on a tapering-off and terminal basis during 1958-59 in total amount of \$162,000 with \$91,000 budgeted the first year and \$75,000 in the second.

Lester Nelson
June 6, 1958
Page 2

During the first year the proposal would envision a continuation--with some reductions--of the services made possible by the present Foundation grant. Simultaneously, plans for a sharp cut-back of services in the second year would be under way.

During the second year a number of services previously offered would be eliminated altogether and arrangements for their complete termination--or continuation under other than Foundation auspices--at the end of the year would be completed. Such a plan would assure NAEB services to new and pending stations at a vital time (the Senate has just passed a bill providing \$1,000,000 to each State for educational television equipment). It would also provide for an orderly termination of services and presently-employed personnel over the two-year period.

B. Research--An "Article of Conscience"--\$60,000


The Committee has also directed me to identify--quite separately and apart from the foregoing--what might be classified as an "article of conscience." We describe it as a two-year \$60,000 program of "Research in Educational Telecommunications," during 1959-60. While the NAEB itself is prepared to undertake such a project, the auspices under which it is conducted are far less important than meeting the need. We have quite specific concepts of that need and of what we mean by "research," and those concepts come from the "firing line."

At virtually every national and international conference held on educational television this year (most recently the NAEB-U.S. Office of Education session in Washington) which Scanlon and Stoddard attended, the first and most urgent need expressed has been for research: for the collection, coordination, interpretation and distribution of findings in a clearing house function, for the development of research of different types from those now available, including inter-media effects and combined uses. No where does there exist any picture of the totality of involvement in these areas, only its parts.

It is our belief that the results of two years of intensive effort, responsive to the urgings NAEB has received from agencies, would be educationally significant whether carried beyond 1959-60 or not. It is also our belief for the amount budgeted a capable director could be secured on leave from a permanent position, and a comprehensive approach to this spectrum of problems begun.

I will be most grateful for your reactions and I stand ready to provide you with more detailed information at your request.

Sincerely,



Richard B. Hull, Chairman
Foundation Committee
2480 North Starr Road
Columbus 21, Ohio

RBH/mh

cc: Paulu, Schooley, Chadeayne, Miles, Skornia

Mr. Schooley

AIR MAIL SPECIAL DELIVERY

JUNE 17, 1958

MR. RICHARD B. HULL, DIRECTOR=
RADIO AND TV, WOSU-TV
THE OHIO STATE UNIVERSITY
TV BUILDING, 2480 N. STARR ROAD
COLUMBUS 21, OHIO

DEAR DICK:

SINCE WE DON'T WANT TO GET CAUGHT IN ANY VIOLATION OF USE OF PRESENT GRANT, THOUGHT I'D BETTER GET THIS OFF TO YOU BEFORE I LEAVE FOR DENVER FOR THEIR WORKSHOP. I HAD HOPED YOU'D HEAR SO WE'D KNOW WHICH WAY TO JUMP. I RECALL THAT NELSON SUGGESTED HOLDING UP, SO WE'D KNOW WHAT TO REQUEST AND HOW TO DO IT.

BEFORE I GO FURTHER, I'D ALSO GUESS YOU MIGHT WANT TO DISCUSS WITH SCHOOLEY BY PHONE. I HAVE NO COPIES OF PREVIOUS YEARS' CORRESPONDENCE --- AND BELIEVE IT WAS MOSTLY DONE ORALLY, FRANK MIGHT SUGGEST YOU CALL NELSON AGAIN, TO DISCUSS ORALLY FIRST.

AFTER THAT CLIFF-HANGING INTRODUCTION HERE'S THE PROBLEM:

PENDING DECISION ON SMALLER REQUEST, WE SHOULD REQUEST PERMISSION TO USE PRESENT FUNDS TO COVER WORKSHOP, SEMINAR AND SALARY COMMITMENTS, AND OTHER CHECKS AND EXPENSES WHICH WON'T CLEAR UNTIL PROBABLY SEPTEMBER.

BECAUSE OF THE DIFFICULTY OF GETTING 1) TEACHERS AND TEACHER-TRAINERS AND 2) MANAGERS TOGETHER, EXCEPT DURING THE SUMMER SEASON, OUR 1) SEMINAR ON INSTRUCTIONAL USES OF TV IS NOT BEING HELD UNTIL JULY 21-25. 2) OUR MANAGEMENT SEMINAR IS BEING HELD AUGUST 24-27.

WHETHER WE GET A GRANT OR NOT, PERMISSION TO USE PRESENT GRANT FUNDS FOR THESE EXPENSES BEYOND JULY 1 PROBABLY SHOULD BE REQUESTED. (CHECK WITH SCHOOLEY HOW HE HANDLED.)

IF WE DON'T GET A RENEWAL (AND I HATE TO REFLECT THIS LACK OF FAITH OR CONFIDENCE IN A LETTER---HENCE SUGGESTION FOR PHONE CALL) WE SHOULD REQUEST PERMISSION TO USE ANY BALANCES AS A COMMON POOL TO MEET SALARY OBLIGATIONS AS WELL, IN ORDER TO GIVE PERSONS INVOLVED AS MUCH TERMINAL NOTICE AS POSSIBLE.

MR. RICHARD B. HULL
PAGE 2
JUNE 17, 1958

IF WE DO GET OUR GRANT, I WONDER IF, SUBJECT TO SCHOOLEY'S ADVICE, IT MIGHT NOT BE A GOOD IDEA TO OFFER TO RETURN BALANCES FROM PRESENT GRANT, AFTER THIS YEAR'S COMMITMENTS ARE MET, IN A FINAL AUDITED REPORT ON FORD FUNDS ON OR ABOUT OCTOBER 1?

SINCERELY,

HARRY J. SKORNIA
EXECUTIVE DIRECTOR

HJS/DFC

P. S. IN CASE YOU MAKE REFERENCE TO NAEB PRESIDENT, I WOULDN'T. NOT SURE IF BURTON TOLD YOU: HE HAS RESIGNED TO TAKE FUND FOR THE ADVANCEMENT STUDY GRANT TO ENGLAND

P.P.S. HAVE JUST TALKED TO FRANK. I THINK HE'S CONVINCED ME (AGAIN) THAT I OFTEN TALK TOO DAMN MUCH. HE SUGGESTS AS BRIEF AND VAGUE A LETTER AS POSSIBLE TO NELSON. HE WOULDN'T OFFER TO RETURN FUNDS. HE WOULDN'T USE (OR WOULDN'T HAVE USED) THE WORD "TERMINAL" REGARDING NEW REQUEST, EVEN IF THAT WAS PERHAPS UNDERSTOOD. TIMES AND PEOPLE MAY CHANGE.

MOREOVER, HE SAT DOWN AT HIS TYPEWRITER AND TOOK THREE MINUTES TO DASH OFF THE FOLLOWING DRAFT OF A SUGGESTED LETTER (STYLE TO BE CHANGED AS NEEDED). I TEND TO CONCUR. HERE IT IS:

DEAR MR. NELSON:

PENDING CONSIDERATION AND ACTION BY THE FOUNDATION ON THE RECENT NAEB REQUESTS FOR FUNDS TO COVER PROPOSED ACTIVITIES IN THE USE OF RADIO AND TELEVISION FOR EDUCATION DURING THE NEXT TWO YEARS, THIS IS TO REQUEST PERMISSION OF THE FOUNDATION TO USE UNEXPENDED FUNDS IN THE NEXT FISCAL YEAR.

AS YOU KNOW, THE PRESENT GRANT WAS FOR A ONE-YEAR PERIOD, AND FOR SPECIFIC PURPOSES. WE HAVE FOUND IT IMPOSSIBLE TO HOLD TWO OF THE SEMINARS BEFORE JUNE 30. TOO, WE HAVE SOME MORAL COMMITMENTS TO SOME OF OUR STAFF, AS DR. SKORNIA POINTED OUT IN OUR RECENT DISCUSSIONS.

THEREFORE, MAY WE HAVE YOUR AUTHORIZATION TO EXPEND UNUSED BALANCES AFTER JULY 1, IN ORDER TO CARRY ON THE SAME WORK CONTEMPLATED WHEN THE GRANT WAS MADE?

SINCERELY,

Hull

AND SINCERELY, AGAIN FROM HJS.

CC: FRANK SCHOOLEY ✓

RECEIVED
FACULTY STATION

JUN 20 1958

WILLIAM WOOD
UNIVERSITY OF ILLINOIS

June 19, 1958

Mr. Lester Nelson, Treasurer
477 Madison Avenue
The Fund for the Advancement of Education
New York 22, New York

Dear Mr. Nelson:

Pending consideration and action by the Foundation on the recent NAEB requests for funds to cover proposed activities in the use of radio and television for education during the next two years, this is to request permission of the Foundation to use unexpended funds in the next fiscal year.

As you know, the present grant was for a one-year period, and for specific purposes. We have found it impossible to hold two of the seminars before June 30. Too, we have some moral commitments to some of our staff, as Dr. Skornia pointed out in our recent discussions.

Therefore, may we have your authorization to expend unused balances after July 1, in order to carry on the same work contemplated when the grant was made?

Sincerely,

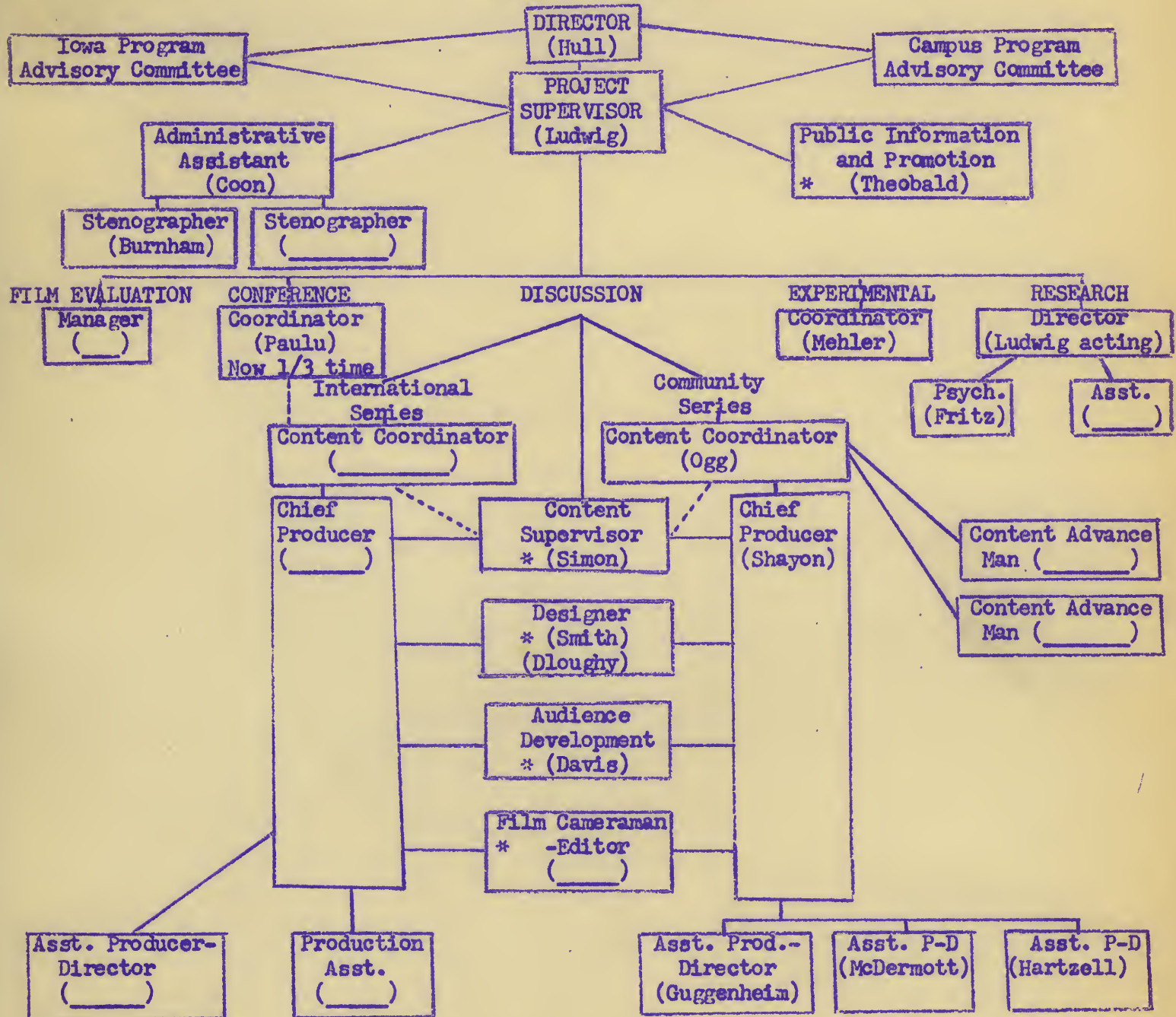
Richard B. Hull, Chairman
Foundation Committee
2480 North Starr Road
Columbus 21, Ohio

RBH/mh

cc: Burton Paulu
Henry Chadeayne
Harry Skornia
Frank Schooley
James Miles

APPENDIX A

TABLE OF ORGANIZATION WOI-TV Fund for Adult Education Television Project



*Indicates these persons will function in the development & production of the Experimental programs.

APPENDIX B

WORK IN PROGRESS:

A REPORT ON "THE WHOLE TOWN'S TALKING"

A FUND FOR ADULT EDUCATION WOI-TV PROJECT

by Mayo Simon

The Whole Town's Talking is an experiment in mass education through the medium of television. The program type is discussion. The field of interest is the democratic process. The participants are the people themselves.

In the seven weeks this operation has been in progress three major discoveries have been made:

- 1) The people themselves, not experts, but the people themselves, talking, thinking, coming to personal decisions on the problem of their community, are the material for an exciting and entertaining television program.
- 2) This program offers a new and effective way to get expert knowledge to the people who are in most need of that knowledge.
- 3) By using such a program as the springboard to organized community activity, television can be made to serve--in a totally unique fashion--the fundamental processes of democracy.

These discoveries are the result of investigation and experiment by the staff of the Fund for Adult Education TV project, with the cooperation of station WOI, several departments of Iowa State College, and several hundred citizens of a dozen Iowa communities. We have reached our conclusions slowly. Our ideas have changed as our experience has grown. Our primary duty was the creation of a television program. But The Whole Town's Talking is much more than a series of half hour shows. It can be the center, the "sparkplug", of an integrated process of discussion, decision making, and action on a state-wide or even nation-wide basis.

Perhaps the best way to indicate where we now stand in this total process is to tell the story of our first telecast, on school reorganization, which has been developing over the last eight weeks and which will be broadcast over WOI-TV on Thursday, January 3, at 8:00 p.m.

I -- Tactics: The Pre-Show

The basic idea of The Whole Town's Talking is to bring together representatives of an Iowa community to discuss a serious local problem, to look at the alternatives, weigh the costs, and arrive at a decision on a course of action.

After talking with Iowa State College experts in various fields and referring to the community section of the project outline completed in September, it was decided to begin the series with a problem which is local in importance, yet national in scope: school district reorganization.

There are in Iowa over 4700 independent and consolidated school districts. Of these, 833 support high schools. The median high school has an enrollment of about 75. This means the average high school in Iowa has a rather limited curriculum at a rather high per pupil cost.

It has been suggested by various experts that more efficient use of educational facilities could be made by the formation of larger administrative units. Thus two or more small districts would join together to elect a single school board which would organize the pooled educational facilities as it saw fit. This process of reorganization could mean a better all around education at a lower per pupil cost. In order to receive the fullest benefits from such a process, at least some of the presently operating high schools would -- eventually -- have to close.

There are many rural citizens in Iowa who feel that the closing of the small town high schools would be a calamity of the first order. A student transferring from one of these schools to a larger school in another town would be forced to travel long distances on poor highways, would lose out on social and athletic activities, would no longer have the values of individual attention and "home" environment.

Then, too, there are many rural people who insist that the economic life of the small community is directly dependent on the presence of the high school and its associated activities. There is much factual data to show this statement to be not altogether true. The fight, however, has gone on in Iowa over a period of years -- with "experts" pointing out the many advantages of the larger school and many of the townspeople insisting on the intangible benefits of the small school and the value of local control of the small district.

The town selected for the first program was Cambridge, Iowa. It was chosen because it has the problem of declining high school enrollment and high per pupil costs, because the future of the town seems closely tied to the future of the school, and because we had been told that this Story County town of 600, thirteen miles south and east of Ames, represented the worst type of community apathy.

Our first step was to organize a general meeting of the town. Working through Professor Glenn Holmes, our chief advisor from the Iowa State College Department of Vocational Education, the school superintendent at Cambridge was contacted. He went to his school board, explaining to them that WOI-TV wanted the town of Cambridge to go on television and discuss its school problem. The following day our production team went to Cambridge to hear the school board's answer.

Cambridge lies in the midst of farm fields. It is far off the main highway on a gravel back country road. A railroad line runs through the fields, passing one end of the town. There is the main street: lumber yard, bank, barber shop, general store, garage, Masonic Hall, a restaurant, a tavern. The school is one turn to the left and down a block. As we go up the steps, a sleepy dog gets up and walks slowly away from the entrance of the two story red brick building.

Inside, the superintendent, Mr. Harsha, greets us, takes us to his tiny office. We ask him about the school board's answer to our request. He fumbles a moment, then gives us their answer. Their answer is: No.

We ask him why. He says that Cambridge has had much unfavorable publicity because of its school. The board feels that the television program will be more of the same -- another black eye for Cambridge. He hints that people from "higher up" are trying to push Cambridge into abandoning its school. The town, he concludes, would not be a very good subject for a television show.

At this point, our producer, Bob Shayon, said he would be interested in talking to the head of the school board. The superintendent made a phone call, and in a few minutes, Harry Cairns, a big, poker-faced man came into the room.

Bob Shayon began to explain the project. WOI-TV, he said, was trying to prove to the world that democracy really works in the local community and that the people of the small town have the ability and the integrity to face their problems honestly and come to intelligent decisions on them. We had chosen Cambridge because it was a typical town and because it had a problem. We did not care what Cambridge did about its problem so long as it recognized it for what it was and tried to deal with it honestly. Then Bob Shayon asked Harry Cairns if it were possible to arrange a town meeting so that the people could decide, in the democratic way, if the town wanted to go on television.

Mr. Cairns said yes it was possible. The meeting was set for Thursday night, two days hence, in the high school room of the school.

At eight o'clock on Thursday evening, 56 people of Cambridge were seated at desks in a large room on the second floor of the school. Someone said the church choir was practicing and they would be over later on. The Masons sent word they were entertaining guests and could not come but would send a representative.

Because we thought this meeting might be an interesting piece of "Americana", we arranged to have a sound film made of the entire proceeding. We were not quite certain what effect cameras and lights would have on these people. Nor were we quite sure what we would learn from the film. As it turned out, this film gave us the basis for all of our pre-show tactics and for the format of the television show itself.

The school superintendent introduced Mr. Shayon who explained to the group, in much the same fashion he had explained to Harry Cairns, what WOI-TV was trying to do. He said the people present would have a chance to vote on whether they would like representatives of the town to appear on television. But first, Mr. Shayon said, it was necessary for us to determine whether the town would do for our purposes. In order to have a program there must be differences of opinion. It was up to the town to prove that it could provide representatives for each of the alternative views of the school problem.

Before the meeting we had been told that no one in the town would talk about the school. It was too much of a "sore spot." And if there was talk it would certainly be confined to careful expressions of majority opinion. We would hear no dissident elements, we were told.

It is easy to imagine our pleasure, therefore, when the first man to speak said he was in favor of some kind of school district reorganization, a viewpoint which, to say the least, is not very popular in Cambridge. It took some time to get a general discussion started. And it is true that most of the talk skirted the real issues. But the people of Cambridge, the typical apathetic community, the community which did not wish to be reminded of its problem, did get up and for two hours did talk about the problem of their school. And at the end of the meeting they voted 55 to 1 to appear on our television program.

A few days later we viewed the film of the meeting. We watched the men and women of this town stand up and talk about their school and their community. We saw their nervousness, their hesitation, their embarrassment. It had probably been a long time since anyone had asked them what they thought -- and stayed for the answer. When Larry Gardner got up and cracked his knuckles and said -- "A man came around here a couple of years ago and said all the whistle stops will have to go. Well, I don't believe that; I don't believe that's true at all" -- when we saw this, we were seeing a magnificent bit of acting by a man who had spent a lifetime preparing to play just one part -- himself.

We found prejudices in Cambridge, and much misinformation. But above all we found honesty and simplicity and great dignity -- all material for a new kind of television program.

I have tried to describe in some detail our experience with the town of Cambridge. I have tried to give some idea of the excitement of these first events as we lived them and as we feel they will appear on the television screen. But I have spoken at this length because we of the Fund for Adult Education project feel that we have found much more than just the material for good television. We believe that we have found a method which, if properly exploited, can become a new and tremendously effective tool in the re-education of a people in the processes of their democracy.

When we entered Cambridge, we found an apathetic dispirited community, afraid to discuss its problems. In the past few weeks we have watched a ferment grown in this town. We have watched people as they began to talk about their problems -- in the open -- for the first time. This talk need not -- must not -- end with the television program. At this moment we do not know what direction this process of involvement will take. But this much we do know: By using the glamour and the excitement of present day television, we can -- literally -- start a whole town talking.

Now that I have given some idea of the material out of which we hope to create The Whole Town's Talking, let us consider the project's second responsibility. Each week our program must present the facts about a particular subject -- in our first show it is the problem of the rural high school. This means there must be a clear definition of that problem and statements of the alternative ways in which it may be solved.

We do not pretend that television can alone carry the full burden of subject matter presentation. Perhaps the greatest thing television can do is to stimulate the viewer

to do his own researching, or at least make him more receptive to those in the field who are trying to give him the results of their research. There is probably no real alternative to the printed word as a conveyer of ideas. We do, however, realize our responsibility to present some of the more crucial issues of the subjects of our discussions. This presentation calls for the use of expert knowledge.

It would be possible for subject matter experts to appear on the program itself. Indeed, it is possible to make a whole program out of a discussion by experts. Since it is our feeling that the key value of the program lies in the discussion of community problems by people who are personally involved, it seems to us that The Whole Town's Talking can make the most effective use of expert knowledge off, rather than on, stage.

At our first town meeting in Cambridge, Glenn Holmes was introduced to the audience as an expert in problems of the rural high school who was present not to represent a point of view or give a lecture, but merely to answer any questions of fact. During the course of the evening, in response to questions from the group, he gave short explanations of the meaning of school district reorganization and consolidation, as well as interpretations of the rights of local school boards under recent actions of the state legislature.

At the conclusion of our first meeting, Bob Shayon explained to the people that we would have the film of the discussion processed and then we would come back and give them a chance to see themselves on the screen. Ten days later our second Cambridge meeting was held in the high school room of the school. Over a hundred people were present. When the film began, there was a chorus of nervous laughter. But after a few minutes, the group became quite attentive -- more attentive, I should say, than at the last Hollywood production they had witnessed at the local movie house.

When the film had ended, the group were asked for their impressions. There were one or two embarrassed remarks by individuals who had used excessive gestures in their speeches, and one man who had monopolized much of the early discussion said that he was "going to keep his mouth shut" in the future. After this the mayor of Cambridge stood up and said that some of his ideas on school reorganization had changed since he had seen the film. This led into a general discussion of the school problem which seemed to be somewhat more thoughtful than the first discussion ten days before. The questions brought up were quite specific and showed that the first discussion and the film had made a real impact on the thinking of the people. Now they wished to know something about the curriculum at a larger high school, and just what did it cost to send their children to the school in Cambridge. Glenn Holmes answered some questions, but as we had hoped, many more questions were brought up than answered.

A few days after this second meeting, twelve people from Cambridge were chosen to appear on our first television program. These twelve are above the average in their ability to express themselves and in their positive attitudes toward the problem. But on the whole they represent a fair cross-section of the thinking of the town.

Twelve others were chosen to take part in a closed circuit broadcast on November 15. The purpose of this "dry-run" was to help us work out certain technical problems as well as to teach us something of the correct psychological handling of our participants. The main problem, of course, is to keep the values of freshness and spontaneity and at the same time present a fair amount of factual information -- all in the compressed space of a single half hour.

To achieve this effect of concentration, we invited our second group of twelve to meet for an entire day with college experts on the school problem. On Wednesday, November 15, from 9:30 in the morning until 5:00 in the afternoon, these twelve -- a banker, a farmer, two housewives, two school teachers, a student, and several business men -- discussed their school situation with Professor Martelle Cushman of the Iowa State College Department of Vocational Education and Mr. Ralph Imes, our program moderator.

During the morning period they were exposed to a series of maps which showed the size and nature of the Cambridge community in terms of trade area, and church and school attendance. In the discussion which followed, some of the real problems of their school were brought out, with facts and figures supplied by Mr. Cushman. Alternative solutions to these problems were considered, along with what each solution might cost the town in terms of tangible and intangible values.

In the middle of the afternoon session an odd thing happened. The group had been discussing the reasons why the school had lost so many tuition paying pupils in the last few years. Most of the group insisted it had nothing to do with the town for the school, but was the result of "personal things." Then one of the young men said that he knew why the parents of these children had taken them from Cambridge and placed them in neighboring schools. The reason, he said, "is our bad reputation. We're known as a tough town. We've got a juvenile delinquency problem and we're not doing anything about it. If we want to get these kids back into the Cambridge school, we've got to do something about our reputation." This statement, and the short discussion on juvenile delinquency which followed, indicates the greatest penetration of our process, in terms of creating an atmosphere in which these people could face and discuss the real problems of their town.

In the last few minutes of our Wednesday discussion, the group again brought up questions about the alternative solutions to their problem. At this point, Bob Shayon asked them if they would like to talk with people from towns which had faced their problem and actually done something about it. They said, yes, they would like very much to talk with such people. "When can we see them?" one man asked. "Tomorrow night on the program," said Bob Shayon.

To provide additional factual material, we had located three towns, all similar to Cambridge, which had been faced with similar school problems, and had made and carried out decisions on them. A representative from each town was chosen to take an informal poll to determine how pleased the town was with the solution it had adopted. These individuals arrived in Ames on Thursday morning--Julius Black from Kelly, Iowa, a town which had decided to close its high school and send the children to neighboring schools, Mrs. Griffiths from Lisbon, Iowa, a town which had voted down a possible reorganization, and Mrs. Vaupel from Ashton, Illinois, a town which had, four years ago, voted for reorganization with several neighboring districts, something which no town in Iowa has yet done.

One more guest was invited, Wayne Hill, a businessman from Pella, Iowa. This man had graduated from the Cambridge High School some twenty years ago. He was asked to come on the program to tell out of his personal experiences how he felt now about the advantages or disadvantages of his education in Cambridge.

These four people, then, were brought to give Cambridge the benefit of their personal experiences and the experiences of their towns involving a problem similar to the one Cambridge now faced: declining enrollment, limited curriculum, rising per pupil costs. They did not meet with the Cambridge people until dinner on Thursday evening, and then only socially. To increase the spontaneity of the broadcast, there was no discussion of the school problem until the program itself began, later that evening.

With the exception of a half hour warm up period just before the start of the show, we had now gone through all of our pre-show tactics. Before I go into a discussion of the actual production, I should like to consider the last element in the development of our total pre-show process: outside involvement.

Present at our first town meeting in Cambridge was Carlyle Gouger, Story County Extension Agent. After the meeting he spoke to us, saying that he was interested in forming a group to discuss public affairs issues. He thought that the film showing Cambridge people talking about their community problems could be used to get people in other parts of Story County interested in forming such a group. We suggested to him the possibility of assembling a group to watch our television broadcasts and hold discussions based on what they had seen, examining the problems as they appeared in their own communities. Mr. Gouger was very enthusiastic about this idea and promised his full cooperation. At 8:00 on the night of November 15, 35 men and women from all over Story County took seats in front of a monitor in Studio A of Station WOI. They know little of what they were about to see. They had, in fact, no idea that a television broadcast was about to take place in a studio just across the hall.

We hoped to learn a good many things from the reactions of this first of our "town-talk" groups. But basically the problem was this: Cambridge was talking about its problem. Would this talk, on television, start other communities discussing their own similar problems?

II -- Production: The Dry-Run

WOI-TV television truck going down highway 69...Turns left on to gravel road...
Turns left again past road sign: Cambridge, 1 mile...Drives through railroad under-
pass...As it pulls up in front of school house, sign on truck side comes into focus:

The Whole Town's Talking

Town Tonight: Cambridge, Iowa

Subject: School Reorganization

Moderator: Ralph Imes

dissolve into school room

The show begins on film. The impression is simple: WOI-TV is bringing television to the towns. The dissolve takes us into our studio school room set. Fifteen people, eleven from Cambridge, four from other towns, are seen at desks talking to one another. On the walls of the room are drawings and posters from the Cambridge school. George Washington looks down from one corner, a safety poster from another. On the floor and on chairs at the sides are children from Cambridge. The television eye moves slowly around the room, comes to rest on a middle aged man with glasses, his hand cocked to his ear as he listens to the woman next to him.

A voice says: Well, I see O.M. Lewis made it. Glad to see him here tonight. He's still got his corn to get in. Corn's late this year and O.M.'s a little worried about it. If he's left his farm to come and talk about the school problem, it really must be important to him.

A sign is superimposed over Lewis' face. It reads: O.M. Lewis, Farm Bureau Member. The sign is tacked on a mail box. A hand reaches into the box and pulls out a letter. The studio set fades out. We are back into film again. We see O.M. Lewis in his work clothes, walking to his tractor with the letter stuffed in his pocket. Later we see his daughter and a bit of his farm. The voice explains where we are. It explains that Lewis' daughter goes to the Cambridge school as a tuition student. Twice a year, Mr. Lewis gets a tax receipt in the mail and that starts him thinking: Is his daughter getting the best kind of education in Cambridge? (says the hidden voice). Some of his neighbors, the Larkins, the Lees, the Heggens, have sent their kids to larger schools nearby. They say they get a better education there.

The function of this film sequence, and two others--one on the town banker, another on a student--is to show the school problem as a personal problem of the people in the studio. First, we demonstrate their reality as people by showing them dressed in their ordinary clothes, doing their ordinary tasks. We show the banker walking his children to school, and then at the teller's window cashing a check. This man--Harry Cairns--has worked hard to become a success. If the Cambridge school closes, his business may be hurt. At the same time, he is concerned about the education his children are receiving in that school. When Harry Cairns speaks in the discussion, we will listen carefully to what he says because we know he is faced with a real problem.

If we were acquainted with Cambridge and its people, we would need no introduction to them and their problem. But we are strangers. We will only see these people for a half hour. It is necessary, therefore, to meet at least some of them quickly, to find out who they are and what their personal stake is in the problem of the town. If we know these things, then their discussion will gain in interest and meaning, and the present half hour will encompass some of the values of ten, or twenty, or thirty years of life in an Iowa small town.

After the four minute film introduction we meet our moderator. He explains that the people of Cambridge are here tonight because they have a problem. They're going to talk about it, and then they're going to make some decisions about it. But before they can make decisions, they've got to know something about the alternatives. He asks four members of the group to give the good and bad points of each of the four

alternative solutions to the Cambridge school problem.¹ Then comes the introduction of our guests. Three of them tell the experiences of their towns in adopting different alternatives as solutions to the school problem. Mr. Hill speaks of his years in the Cambridge high school and gives his evaluation of his education in the light of his personal experience. Questions from the Cambridge people directed at the guests begins the real discussion period. Mrs. Vaupel, the woman from Ashton, Illinois, a town which has reorganized, proves to be our best discussion raiser, principally because her views directly oppose those of most of the Cambridge people.

Four minutes before the end of the program, Mr. Imes points out an apparatus on the wall above him. This is our "vote-board," a wooden panel with the four alternatives written on the left and four series of twelve small electric lights on the right. Mr. Imes explains that on each desk there is a panel with four buttons. Each button is labeled with an alternative. When one of the buttons is pushed, a light comes up on the board.

Mr. Imes explains that they have discussed the problem, considered the alternatives, and now they must come to personal, private decisions. The alternatives are four: the town can stay-put; it can close the high school down, sending the children to other schools as tuition paying students; it can try to consolidate the small areas around it; or it can attempt to join together with three or four neighboring towns and reorganize.

The decision is yours, says Mr. Imes. And once you've made it, you've got to live with it and try to make it stick. But that doesn't mean that next month or next year or ten years from now you won't have to sit down and make some more decisions. That's one of the great things about living in a democracy--you've got to keep on making your own decisions.

The vote is taken. The results: eight for consolidation, three for stay-put. Had this vote been taken a month before it would have been one or two for consolidation and the rest for stay-put. In the eyes of many experts, consolidation--that is, the absorption of smaller rural districts--is not much different from staying put. It is a patch-work solution which was tried twenty years ago by many districts and is now antiquated. The interesting thing here is that some years ago Cambridge had a chance to consolidate with rural districts and did not, fearing that the rural areas would out-vote the town. To vote for consolidation, then, does represent a change in the minds of these people, some widening, perhaps, of their civic horizons.

1. The driving force of the program, as we saw it in the early stages of the project, was to be the whole town, moving together toward a solution to their problem. Thus we did not begin our dry-run discussion with the typical conflict arrangement of two speakers with opposing views. While we still feel that our basis idea of working with consensus is sound, in future shows we will make use of conflict, not as an end in itself, but as a way to provoke construction patterns of discussion.

The vote on the electric vote-board is an artificial device. The people of Cambridge are probably not ready to come to a decision on their problem. They may not be ready for ten, perhaps twenty years. This much, however, is true: The people of Cambridge will, sooner or later, decide what to do about their school. It may be a decision by default. No decision, that is, the decision to drift, is none the less a decision. By forcing these people to reach a provisional decision now, we are impressing on them and on the audience the fact that talking is not enough, that at some time in the future a decision must be made, and action must be taken. In this way we move forward, out of our half hour of time-present, five, ten, twenty years into the future, to demonstrate symbolically the end of the present process of discussion, even as, at the beginning of the broadcast, we reached back into time to picture the built-up values of the years which are the meaning and the heart of all decisions.

The dry-run closed circuit broadcast of November 15 proved to us that by using a professional, highly organized format, to enclose a free and spontaneous discussion, we can create a satisfying, rewarding television show.

III -- The Towns Talk: A Long View

"We were going to hold the discussion down to 45 minutes, but we ended up by talking an hour and 45 minutes. It was almost impossible to stop it."

This is the statement of Carlyle Gouger, Story County Extension Agent. He is talking about the group of 35 men and women he brought together to watch our dry-run production of The Whole Town's Talking. These people had never come together before. Although they were all from Story County, they knew little about Cambridge or its school problem. They were assembled to test the effectiveness of our show in creating an atmosphere for constructive discussion. We wanted to find out if the people of Cambridge talking about their problem would stimulate other people to discuss the problems of their communities.

Mr. Gouger's report indicates that on this score the program was very successful. The discussion of the problem of school district reorganization was intense and prolonged. Many of those present thought the Cambridge people were not altogether realistic about facing up to their problem. They felt that the final vote to consolidate represented a step which might have been helpful fifteen years ago, but was out of date as a solution to present difficulties. By watching the people of Cambridge, by getting an objective view of the problems of an Iowa town, these people have, we believe, gained insight into the real issues facing their own communities.

A second reason for assembling this test group was to get reactions on the program itself. In general these reactions were favorable. The group liked the film introduction, they liked the school room setting, they liked the use of guests, they liked the vote. They liked very much the idea of bringing together people from a single town to talk over a community problem.

A number of specific criticisms were made. In general, they were as follows:

- 1) Film introduction seemed too long.
- 2) Too many guests.
- 3) Not enough information on the particulars of the Cambridge problem.
- 4) Not enough discussion.

We have shown the kinescope of the Cambridge show to a number of groups. The criticisms follow the pattern of the above statements. We feel these criticisms to be valid, and therefore we are in the process of changing and reshaping a number of elements in the format of the program.

1) The film introduction will be cut down. The number of guests will be decreased. The time allotted to free discussion will be increased.

2) The discussion will begin with statements by two individuals who have sharply conflicting points of view. No individual will be asked to give "the pros-and-cons." Each statement will be positive. We are not, therefore, removing other positions from the field of discussion. Nor are we removing the concept of the whole group working together toward a solution. But by an original polarization of attitudes we hope to speed up discussion, to focus immediately on crucial issues and to bring in more concrete facts about the problem at hand.

3) A number of smaller changes, technical in nature, will be made with a view to creating a more pointed, more dramatic "envelope" within which our free discussion will operate.

These changes in presentation will call for alterations in our pre-show process. While we will continue to have the whole group of twelve participants meet to discuss their community problem with various experts, the two people picked to start the program will receive special coaching from men who will supply them with the best facts, arguments and visual aids to support their respective positions.

An addition we are making to our pre-show process is the appointment in each participating community of a "local producer." This person will be our contact with the town, will work with the community organizations to publicize the program, will make sure that every individual in the town has access to a television set on the night of the show. We are also working out a method whereby a number of television sets can be set up in four or five rooms of the local school house, so that groups of 20 or 30 can watch the show together and afterwards hold a discussion on the issues raised.

It should be relatively easy to form such groups in towns which are actually participating in a program. The difficult, the important job is to keep such groups watching and discussing the issues brought up by the appearance of other towns on other programs. Already in Story County, the very able county agent, Carlyle Gouger, is forming discussion groups in several communities which are not directly participating in any of the shows. These "town-talk" groups will consider the issues brought upon the series of programs as they relate to their own communities. Training sessions for the leaders of such groups are being organized. Printed outlines will be prepared for pre-program distribution.

The January 3 Cambridge show features a town with a problem. Before this town can take any action it must come to a decision on that problem. If its decision is to participate in some form of reorganization it must then get together with neighboring towns and draw up a formal proposal which can be accepted or rejected by a vote of the towns. In drawing up this proposal it would be given assistance by the county board of education which has taken various surveys and constructed a tentative county wide plan of reorganization. Our second show, on January 10, will consider the problem of the county wide plan. For this show we will go into Hardin County where the county board has made no preliminary surveys or plans. Twelve people from this county will discuss the problems of drawing up such a plan, probably with a guest from the Hardin County Board of Education. Our third show, on January 17, will feature representatives from three towns in Story County--Story City, Gilbert and Roland--and one town in Hamilton County--Randall. There has been a specific proposal made that these four towns form a reorganized district. Story City, having gone through the Cambridge process some years ago, has decided that it is for such a reorganization. The other three towns are generally against it. This third program will give each community an opportunity to explain its position and try to win over the other towns.

In this block of three programs, we start with a town with a problem, and end with a discussion of a specific proposal for a four district reorganization.

Our next block of programs will deal with the problems of Economic Interdependence. In this series of discussions we hope to continue our present format by using as participants people from Iowa towns who have personal stakes in problems involving Economic Interdependence. We may, for example, invite Iowa dairy farmers and cheese processors to discuss the problem of the importation of Danish cheese. In this case we would ask them to define the real issues, consider the alternatives and come to decisions, as individuals with special interests and as citizens with national responsibilities.

In future weeks, The Whole Town's Talking will take up other Iowa community problems which have considerable national significance. Juvenile delinquency, gambling and law enforcement, re-apportionment, housing, are a few of the subjects which will be considered.

We have made in the last two months a small beginning. We have gotten five whole towns, Cambridge, Story City, Randall, Roland, and Gilbert talking about the problem of schools. We are in the process of getting all of Story County to talk about the problem of schools. What we have done in these towns, what we are doing in Story County, can be done in every county in Iowa. Given sufficient time and staff there is no end to the job which can be done by The Whole Town's Talking.

In our trips around the state, we have discovered many individual groups, composed of capable, sincere people attempting, with limited resources and limited knowledge, to improve the functioning of democracy in Iowa. It is possible to make The Whole Town's Talking a focus for the activities of all public spirited organizations in Iowa. Perhaps the best thing this Fund for Adult Education project can show the country is not format formula, or kinescope performances, but rather a method, a way to make television serve, in every community, the processes of our democracy.

It is impossible for us to gauge the effect our project will have on the people of Iowa. Only after exhaustive research and study will anyone be able to say what we have done. We know that there are people in Cambridge who are frankly disturbed over what is happening to the town. It is not easy to get people to think about their problems without exposing insecurities. We have, however, at this early stage, and in an informal manner, gathered up some talk. Let me give two examples.

When we asked Professor Martelle Cushman of the Iowa State College Department of Vocational Education to comment on the project as he has seen it operate, both as an advisor and as a man deeply concerned with adult education, he wrote:

"In the first place, the procedures you have used have certainly stimulated thinking in a number of specific local communities and when the show is actually produced on the air it will stimulate the thinking of many people, not only those closely affiliated with and affected by the communities whose people will appear on the show, but also many other people within the whole WOI-TV listening area.

"In the second place, the program is certainly developing a better understanding of the whole series of complex problems that constitute the total picture of school district organization in Iowa and in the nation. The problem is extremely complex and it requires the dissemination of a great deal of factual data before people have enough to think with. When the people have an understanding of the basic facts and issues they are in a position to look at their own situations more objectively and to reach whatever decisions they may ultimately have to reach with greater validity in terms of improving educational opportunities for the children, youth and adults of the state.

"In the third place, I am very much interested in the project because of its promise particularly as an economizer of time and energy. I have given a general talk on the basic fundamentals on school district reorganization in more than 30 counties in Iowa, usually to an audience of 100 to 300 people. Altogether in five years I have not reached as many people as it is possible to reach in an hour or two over WOI-TV."

Or, as Harry Cairns, banker of Cambridge, Iowa, said after our first community meeting:

"This is the best thing that's ever happened to our town."

Mayo Simon
Fund for Adult Education
WOI-TV

APPENDIX D

REPORT ON PROGRESS

FUND FOR ADULT EDUCATION PROJECT

RESEARCH SECTION

Introduction

By definition the entire television project supported by the Fund for Adult Education is experimental in nature. It is our task to experiment with and develop television discussion programs of maximum effectiveness.

If we succeed in the assignment, we should be able not only to describe what we did and how we did it production-wise; but we should also be able to report in detail what effects the programs had on the viewing audience.

The research section was organized to perform the latter task. It began operations September 1 with the appointment of Merritt C. Ludwig (full-time) as research director, and Martin Fritz (one-fourth-time) as psychologist.

In the period since September 1, the research staff has been doing the following things:

1. Planning the overall research operations
2. Developing and testing measurement techniques
3. Planning and carrying out a large-scale basic survey of WOI-TV audience

Research Objectives

The general objective is to measure program effectiveness. We have divided the task into three kinds of measurement:

1. To measure on a continuing basis the audience size and characteristics of the F.A.E. discussion programs. How many and what kinds of people view the programs?
2. To measure on a continuing basis audience reaction to the programs? What do people like and dislike about the programs and why?
3. To measure the direct and indirect effects of viewing the programs. Do the programs attract and hold viewer interest? Do they stimulate interest in the program subject matter? Do they teach factual information? Do they develop attitudes and opinions with respect to current issues? Do the programs lead to thought, discussion, decision, and action?

Basic Survey

In order to plan and carry out research objectives 1 and 2, it was necessary first to take an inventory of the WOI-TV audience. The research staff devoted nearly two months to the planning of this survey. Survey sampling and field work were supervised by the Iowa State College Statistical Laboratory. At present survey data is being tabulated and analyzed.

The survey covered the territory within a 50-mile radius of the WOI-TV transmitter. Approximately 1000 personal interviews were completed with a cross-section of families; another 1000 interviews with a cross-section of individuals was completed.

Copies of the survey questionnaires are attached and will indicate the kinds of information which the survey will yield.

In addition to providing a great amount of basic information about the WOI-TV audience, the survey will serve another function. Families and individuals interviewed in the survey will later serve as audience panels for study of audience reaction and program effects.

Continuing Study of Audience Size and Characteristics

Two techniques tested and proved by radio industry experience will be employed to measure the size and characteristics of the audience for the discussion programs.

Coincidental with the airing of programs, telephone surveys will be made of TV Homes in the areas. A representative cross-section of TV homes will be called. In each telephone interview we will find out (1) whether anyone in the family is viewing the program, (2) how many persons (if any) are viewing, and (3) if no one is viewing, what activity is going on in place of viewing the program.

To get a more generalized measurement of family TV viewing habits and preferences as they may or may not relate to viewing of the F.A.E. programs, a panel of TV families will keep a diary of viewing. These diaries will include a record of all viewing over a period of time. Analysis of diary data will permit a study of changes in viewing habits as they may be related to viewing of the discussion programs.

Audience Reaction to Discussion Programs

Research in this area will be of primary interest to the production staff. Having determined how many and what kinds of people do and do not view the programs, we will follow up with attempts to answer the question "why?".

Three kinds of audience panels will be used for this measurement. The first will be an audience cross-section panel. Coincidental with viewing of the programs, this panel will make a minute-by-minute appraisal of its interest in the show. In our pre-test work this fall we have developed a method by which we can obtain valid interest responses for various elements of a program. With the data provided by this panel, a graph of interest in the program will be constructed. The graph will indicate points of high and low interest. Reference to these interest graphs will enable the production staff to make appropriate changes in future programs.

A second panel will be composed of "expert" judges. It will include specialists in television production and in the subject matter area under discussion. Members of the expert panel will be asked to write critiques of the program.

A third appraisal method will employ "buzz groups." A group of 30 to 50 people will be assembled to view a discussion program. Following the program the group will be divided into several sub-groups of 5 to 8 persons. Each sub-group will be assigned one particular element or aspect of the program for an intensive discussion and evaluation. Each sub-group will be asked to reach a consensus on the point it was assigned to discuss.

The entire group will then be reassembled and each sub-group will report its findings. The entire group will discuss the findings of the sub-groups and, with preliminary work accomplished by the sub-groups, the whole group will arrive at some consensus regarding the program aspect being evaluated.

The buzz group technique provides both a systematic and comprehensive group evaluation of the program. It complements the other audience reaction procedures explained above.

Recapitulation

Up to this point we have outlined the procedures we expect to use in accomplishing research objectives 1 and 2. For the most part, the techniques proposed have been developed and tested by long experience in the radio and television industries. They are routine techniques which serve important functions. But they are not adequate for measurement of the really crucial effects we expect the discussion programs to have on the viewers.

To accomplish research objectives 3, therefore, we are proposing a series of community case studies using a number of intensive rather than extensive techniques of effect measurement.

Program Impact

The F. A. E. television discussion program project has a unique opportunity to make outstanding contributions to the field of educational broadcasting. The project as an educational television pilot plant operation can make many obvious contributions to knowledge in the area of production---techniques, costs, etc.

But there is a more striking contribution which this experiment in educational television can make. It can demonstrate exactly how and to what extent television as a medium can be used as a tool to stimulate and facilitate democratic action. Educational television stations, in particular, are admirably qualified to use television to this worthwhile end. Resources of the institutions they represent---specially trained personnel, authorities and facilities---are ready and anxious to take advantage of the stimulation provided by the television program, furnishing guidance and leadership in the democratic solution of community problems.

It will be fine if our research shows that many people view our discussion programs; it will be still better if we find that they enjoy them. But our research operations cannot stop at this point!

We must find out to what extent our programs are more than half hours of entertainment. What is their impact? Do they make people think about their problems? Do they cause people to talk about their problems? Does television directly (or indirectly) deliver the impact which leads to democratic action?

If the answer to these questions is "yes" we will have turned up facts of exceedingly great significance for the future of educational television. Research which finds answers to these questions is certainly worth doing.

Community Case Studies

One of the two series of discussion programs is entitled "The Whole Town's Talking." Programs in this series will present discussion of typical local community problems by people from Iowa communities where these problems exist. Persons from one or two specific communities will carry on each discussion.

For example, community A's problem will be the subject of one program. Persons representing various points of view in community A will appear on the program and it will be A's problem they discuss. However, A's problem is also a problem in many other communities.

If the theory behind this program format is sound, the discussion should get "the whole town (community A) talking" about its problem. Moreover, communities B, C, D, etc. with the same kind of problem should also be stimulated to begin talking about their problem.

Community case studies are being planned to measure to what extent the program gets the whole town talking, thinking and acting. Towns which are represented on the programs as well as similar non-program towns will be studied.

The programs' impact will be measured in terms of such factors as: (1) the kind and amount of "talk" and discussion stimulated, (2) the kind and amount of learning which takes place, (3) changes in attitudes and opinions with respect to the problems, and (4) communications behavior relevant to the problem, e.g., reading about it, listening to programs about it, etc.

In addition, careful observations will be made of (1) newly organized community activity with respect to the problem, (2) press reports of community sentiment and action, (3) activity of governmental units where appropriate in handling of the problem, and (4) direct action by the community which leads to a resolution of the problem, e.g., regular and special elections, ordinances, reorganizations, etc.

Conclusion

During the period of the present grant it will be possible to do a considerable amount of research to accomplish objectives 1 and 2 of the research plan.

Inasmuch as research for objective 3 will be a pioneering venture, we can expect to complete perhaps no more than two community case studies because of limitations in time, staff and budget.

If we were to project a research program into the period beyond the present grant, I would especially endorse many additional studies of program impact upon communities.

Since plans for the international series programs are indefinite at this time, nothing has been said about possible audience research dealing with them. If and when this series is set up, appropriate research will be done, of course.

Merritt C. Ludwig
Research Director
WOI-TV

APPENDIX E

R E P O R T*

Coincidental Telephone Survey

PROGRAM	<u>Voice of F'stone</u>	<u>What Do You?</u>	<u>News To Me</u>	<u>F'side Theater</u>	<u>Bks on Trial</u>	<u>Big 7 F'ball</u>
DAY OF WEEK	Mon	Mon	Mon	Tue	Tue	Tue
DATE	11/5	11/5	11/5	11/6	11/6	11/6
TIME OF PROGRAM	7:30-8	8-8:30	8:30-9	8-8:30	8:30-9	9-9:30
TOTAL NUMBER OF CALLS MADE (a)	120	120	120	120	120	120
NUMBER OF INTERVIEWS COMPLETED (b)	93	101	94	98	105	107
NO. SETS OFF	37	38	31	26	43	46
NO. SETS ON	56	63	63	72	62	61
NO. ADULTS WATCHING (c)	99	99	96	143	122	136
AVERAGE NO. ADULTS PER SET WATCHING	1.76	1.57	1.52	1.98	1.96	2.22
NO. CORRECT PROGRAM IDENTIFICATIONS	53	53	53	59	57	59
PERCENT CORRECTLY IDENTIFYING PROGRAM	94.64	84.12	84.12	81.94	91.93	96.72
PROJECTION OF SAMPLE TO "REAL" AUDIENCE SIZE(d)	1,232	1,236	1,196	1,782	1,519	1,691
PROGRAM RATING (e)	60.21	62.37	67.00	73.46	59.04	57.00

Includes interviews in: Ames

- (a) total phone numbers assigned for calling order"
- (b) total interviews obtained; total calls less "no answer", "line busy" and "out-of-/"
- (c) persons 18 years of age or older; visitors as well as household members
- (d) average number of adults watching per set times estimated number of sets turned on
- (e) total number of sets on divided by total number of interviews completed

*This report covers programs on the evenings of Nov. 5 and 6; you will receive another report covering programs on Nov. 12 and 13 after the survey has been concluded.

- 4,500 homes in Ames)120 sample about 10%
- 1,200 homes have television)360 different homes each evening

APPENDIX G

PROPOSED DRAFT PLAN FOR PUBLICITY AND PROMOTION OF LOWELL GRANT PROJECTS

PUBLICITY

A) Minimum requirements for utilizing press medium

1. A preliminary announcement of two or three pages for each program series to be sent to 678 radio editors, 200 city editors and all trade press throughout the United States. This should be released two or three weeks before the launching of each series.

2. A national story for each program series to 678 radio editors, 200 city editors and all trade press in the United States. This should be released 1 week before the launching of each series.

SUMMARY

A) The total of eight (8) national releases will require the expenditure of \$2500 for production cost only. This includes duplicating, addressing, mailing, folding and postage.

B) Individual release for each program as a basis for local release by individual stations (It is estimated that 45 stations of the NAEB Network are capable of doing this). The production cost for an individual release for each of four (4) series will run between \$2600 and \$5200 depending on whether the series are 13 weeks or 26 week series.

C) Professional Fees. - Technical help for a period of three (3) months will run between \$1500 and \$3000. A consultant will run between \$1.00 (if Siegel is able to take on the job) and \$3000 if someone is to be hired, plus, in both cases \$2500 for travel and other expenses.

D) Promotion (Minimum) The following number of leaflets per series would be the minimum necessary to even begin to make any sort of impact on potential audiences:

Boston	50,000	New York	50,000	Minneapolis	50,000
Los Angeles	50,000	Ames	15,000	Urbana	15,000
Madison	15,000	Lansing	5,000	Baton Rouge	15,000
Ann Arbor	5,000	Univ., Alabama	5,000	All other NAEB Stations	65,000

TOTAL 340,000

Including an overprint, the cost of the above (assuming that individual stations will defray mailing charges) is roughly \$8000 to \$9000. The four series would therefore cost between \$32,000 and \$36,000. It should be noted that this does not include a supply for commercial stations when series are released on same.

E) Posters (For libraries, museums, schools, etc. 5,000 at a cost of \$1000

F) Individual Letters:	College Presidents	1,000	School Supts.	1,000
	School Principals	5,000	Publishers	1,000
	Who's Who List	10,000	Fund List	2,000

The cost of producing the aforementioned will be approximately \$2000 to \$2500.

This represents some facts of life and must necessarily be tailored to available funds. There is no more lasting contribution that the entire project can make to the future welfare of NAEB stations than to provide publicity and promotion which the stations are not able to provide for themselves.

Submitted by

Seymour N. Siegel

MEMORANDUM

NEAR EAST COLLEGE ASSOCIATION INTEREST IN CLOSED CIRCUIT EDUCATIONAL TELEVISION

A number of conversations with officials of the Near East College Association concerning the potential value of closed circuit television for their educational institutions in the Near East have resulted in a very definite expression of interest on the part of the Association and a request for follow-up material to be sent to colleges in Turkey, Greece, Lebanon, Syria and Egypt. This is being done in cooperation with the American University of Cairo. The colleges' reaction to the idea of closed circuit TV installations will determine the future course of action in this matter; however, the following tentative modus eperandi is suggested for future discussion with various organizations which might be expected to support such a development:

1. Financing

The Ford Foundation has already demonstrated a positive interest in the development of educational closed circuit TV in the Near East and South East Asia. The same organization has already granted substantial sums for various expansion projects to several NECA schools. The Foundation would, therefore, appear to be a logical source of funds for the purchase of the basic equipment necessary for the modest installations which would be required by the NECA schools.

American oil companies operating in the Near East might also be expected to support a project of this nature if it could be shown that a by-product of the project would be improved training of the American and/or local personnel of such companies. For example; arrangements might be made whereby an American oil company such as Aramco would furnish kinescope or video tape equipment to the American University at Beirut engineering school; the courses filmed with this equipment might be used for extension training at the Aramco installations at Dhahran. Such extension training need not be restricted to technical courses; the American University might eventually be in a position to establish a well-rounded program of extension courses on kinescope or video tape which would carry full college credits and might be employed in providing adult educational opportunities for the American personnel of those companies.

Costs of training a cadre of programming, installation and maintenance technicians might be shared by (a) American Government agencies such as the Department of State (IES) and the International Cooperation Administration, (b) the Radio, Electronic and Television Manufacturers' Association and certain independent manufacturers of closed circuit equipment, and (c) the Ford Foundation and other American private institutions.

The United States Information Agency and ICA might be approached to assist with filmed programming and supervisory programming personnel. The former agency might be requested to coordinate the acquisition of various types of filmed educational programming and to arrange for special programming as requested by NECA.

* Cairo, although not a member of NECA, works in fairly close association in all major activities.

2. Equipment

It would seem advisable for the colleges to start utilizing closed circuit TV as an educational medium on a modest, experimental basis. Probably the most suitable system for this project would be something akin to that in use at Pennsylvania State University where the Fund for the Advancement of Education is financing an experimental closed circuit project. Such a system would appear to be eminently satisfactory for use in the medical and engineering colleges of the American University at Beirut and Robert College, Istanbul; and possibly for English teaching courses in all the NECA institutions. Should the idea of extension courses for the personnel of American oil companies be accepted, kinescope or video tape equipment would be necessary. Provision should be made for the possible eventual conversion of these systems to regular educational open channel transmitter systems which would permit the Ministries of Education of the concerned Near Eastern countries to take advantage of a potential medium of mass education.

Because of the erratic nature of the electric power supply systems in the Near East, an auxiliary generator should be included in each system. Such a generator is manufactured specifically for this purpose by a number of the larger electronic equipment manufacturers.

The following basic equipment might be considered for each of the initial installations in the NECA schools:

- 1 vidicon dual camera chain
- 1 TV film projector
- 1 slide projector
- 6 to 10 commercial TV receivers
- 1 electric power generator
- controls, cables, power supply equipment,
spare parts, etc.

At current prices this professional type equipment would cost in the neighborhood of from 12,000 to 20,000 dollars for each system. Modified industrial type equipment might be purchased at a much lower price, but it might not be suitable for eventual conversion to open channel broadcasting.

3. Training

Training would be required for programming, camera and engineering personnel. The following arrangements would probably provide the least expensive means of training this personnel:

a) The equipment manufacturer might be expected to furnish gratis, or at least at a minimal cost, an installation supervisor who would be assigned to the general area of the Near East for, say, a 60 to 90 day period. Deliveries of equipment should be scheduled on a staggered basis permitting the supervisor to be available at each university or college upon the arrival of the equipment.

b) Each college might select one student, currently in engineering training in the United States, to undergo factory on-the-job TV engineering and maintenance training for a 3 to 4 months period. These students would then be expected to be available at their respective NECA colleges to understudy the installation supervisor and to train student engineers to operate and maintain the equipment. Student participation in engineering and maintenance operations has been found most satisfactory at Pennsylvania State University.

c) The motion picture officers of the USIS missions in the field might be requested to arrange for professional camera instruction during the first semester the closed circuit system was in operation. Student cameramen should be relied on almost exclusively thereafter.

d) USIA and/or ICA should be asked to provide one or two regional program managers who would train programming personnel for the NECA closed circuit systems and who would supervise the educational programming until the colleges felt capable of carrying on by themselves.

4. Programming

Live programming from university classrooms would provide the chief raison d'être for closed circuit TV in the Near East. By using this instructional medium lectures, demonstrations and laboratory exercises could be brought to a far greater number of students, particularly in such fields as medicine, dentistry, agriculture and engineering. English language teaching classes could be made available to many more students. (Similarly, Arabic language instruction could be made readily available to American personnel of oil companies through kinescopes prepared at, say, the American University of Beirut. The Arabian American Oil Company might find it desirable to install a closed circuit system connecting to all American homes in Dhahran, using educational films and kinescopes during certain periods of the day for instructional purposes and tying in with the Dhahran air base armed forces TV station in the evening for entertainment purposes).

Filmed programs might be obtained through USIS which could coordinate the acquisition of educational and informational films as well as kinescopes of courses taught at various American universities. USIA might even prepare special programs at the request of NECA, or have special courses kinescoped or video tape recorded at universities offering a high level of instruction. For example, if the medical school at Beirut were unable to recruit a qualified instructor for a certain course, arrangements might be made with John Hopkins or Harvard Medical School to have such a course kinescoped or video taped for use in Beirut. ICA might also be expected to cooperate in the matter of programming, particularly in the case of the American University at Beirut where ICA support is already a matter of policy.

Gerald F. P. Doohar

July 23rd, 1956

Some Thoughts on Foundation Relations

1. It is my impression that a coordinated request for adequate "servicing" of educational television and radio through a number of critical years, which will really determine their uses, should be made.
 - a) I believe we should replace smaller, annual requests with a coordinated, long-range proposal, with proper perspectives established. These should be submitted by December or January to enable the Ford Foundation to give careful consideration to it, replacing the more frequent "servicing" needed for smaller annual grant requests.
 - b) If part of this package is not "bought" by Ford, we should go elsewhere with those sections we should still have the "guts" to request, if we are to be and look as "big" as we think we should become. We should have the courage to request funds to replace our present "amateur" and hand-to-mouth status with an adequate housing, operational and staff plan setting forth what we really need. Staff, building and equipment needs for such an operation were set forth in an earlier report to the Board.

Herewith then, for consideration, some areas I think we should be covering. This is in a sense the "strong central organization, completely removed from fund-raising -- and entirely dedicated to continuing objective analyses and interpretations of the continuing problems of station operation" that Leo Martin calls for in his chapter of (Elliott's), Television's Impact on American Culture. Critical areas outlined in this chapter include:

- Operational financial and administrative services --- to guide both new and old stations in administrative and operational problem areas.
- Local Programming assistance: "It is perhaps wrong to channel millions of dollars into a national programming operation and neglect the support (development and quality) of locally-produced programs." This should be an NAED Service.
- Personnel Practices and Development: This includes an organized service in salary, union relations, rights and other areas, around which we should cease to "pussy-foot", if national recognition of education's special status in many respects is to be established. Use of students, student and teacher-training programs, faculty (talent) and community training procedures and programs would be included.
- Research: The establishment of a national, coordinated service to insure that needed research in techniques, practices, coordination with other media, impact and other problems is established and maintained. This is far larger than "audience" or market research. Adequate coordinated Research Servicing of Ford and other Foundation Projects in both closed and open circuit instructional TV (as well as others) would be provided by this regular service to stations and the educational public. Its help in preventing duplication and building a continuously developing useable body of knowledge would require a full-time Director and staff, supported by grants, consultations, and annual national seminars.

- Research (continued)

It would be this office which would enable "retrimming sails" as undesirable practices and trends develop, to insure well-planned education for posterity.

- Community Relations: A part of this service would be devoted to work with those responsible for the public relations of members and educational broadcasters generally --- those responsible for the "self-interpretation" of educational TV and radio, in which we nationally are woefully weak. Joint projects with ACPRA would be included.
- National Seminars of representatives of educational stations, administrators, and outstanding thinkers, scholars and critics of the U. S. must be provided for at least the next ten years to insure maximum use of the best social, psychological and educational thinking in the nation, much of which is readily available, if a plan of systematic use is developed.
- Technical Services: personnel as well as equipment services must be intensified if the quality of educational stations is not to suffer in comparison with network-produced programs. To continuance of our present engineering service should be added architectural counsel, floor-plan service and other basic services we are not now equipped to provide.
- Housing: The NAEB has for many years operated in borrowed space, wholly inadequate for efficient operation. Old programs can not be preserved. Archives are scattered and disorganized. Staff turn-over is unduly high because of work conditions requiring the entire staff to work in two small basement rooms. A bold bid for adequate funds for a home of its own, befitting a national association with educational integrity and objectives, must be an important part of this plan.
- Continued In-Service Training: for station staffs must be insured by the continuance of Seminars and Workshops, and an expanded Scholarship program including the possibility of orderly and dependable foreign scholar exchange.
- Teacher-Training: The NAEB is the only organization in the U. S. in a position to conduct an integrated program of liaison with the Teacher-Training institutions of the U. S.

(This function should be as basic as the training devised for teachers in the U. S. in the use of text-books and other tools of education. Unless national leadership and resources are made available, these tools may be badly misused. Many present limitations on the uses of TV and radio in education will, as was the case of textbooks, yield to carefully planned utilization procedures. This function is central to the reorganization which is bound to occur in curricula, space use, and other problems arising from population increase, growing mobility of population, and new possibilities opened up for redistribution of teacher resources, TV and classroom teacher-teams, enrichment, and total-teaching considerations.)

- Teacher-Training (continued)

In this area, we must have the courage to insist on radio as well as television, and closed-circuit as well as open circuit utilization if genuine educational statesmanship is to be developed. This service would also provide for consultation and publications services to TV teachers, coordinated by the NAEB research director in a steady flow of data on TV techniques as compared with conventional methods. This entire project should be headed by a respected educator as educational director.

- Land-line and Microwave studies should be carried out (under technical services, above) looking to a truly national integrated educational network in both television and radio.
- A Full-time Publications editor is needed to coordinate both present publications of the NAEB and develop them to a respectable status which will command national respect. Solid publications of value to TV teachers, and school administrators are particularly needed. We know of no other association to which such a service should be more natural.
- Production of Materials for Export, and provision for an entire international service, on which the TUA, ICA, USIA and other U.S. government agencies, as well as foreign (particularly under-developed) areas can count, is urgently needed. Our stake in education is for larger than national.

This would require a Program Director for the NAEB, a position urgently needed for several years in any case.

As we pass the stage of re-organization of foundations -- and with numerous long-term ETV projects for teaching in operation, I cannot but believe that long-term direction and suggestions should be welcomed by Ford and others. In the "teacher-training" and international areas, Carnegie and others, as well as Ford, are genuine possibilities. An approach which might involve consultation with two or more foundations together at the same time, with a strictly NAEB committee, is also a possibility.

Finally, this request should be clearly identified not as essentially a grant to an association but to education in a critical period through an association with the experience and tradition to enable it, with this assistance, to provide guaranteed "servicing" of education for the next ten years in the one area in which irresponsibility or disorganization could be most dangerous.

The NAEB would for each project work with other appropriate associations and organizations (curriculum, adult education, the NEA, ACE, and others) to assure that the best thinking in the nation is brought to bear.

HJS:jw
10/24/57

Summary and Suggestive Budget:

I. Non-Recurring

Building and furnishings \$175,000.00

II. Recurring--annual

A. Continuance (and expansion) of Present HQ Services (including Placement) 75,000.00

B. Continuance of Engineering Service (architectural added) 35,000.00

C. Workshops, Seminars as listed 40,000.00

D. Network Program Director (and Foreign Exchange Director) and budget 20,000.00

E. Operational and financial service:
Local Program Consultants
Professional Advancement Director
Research Director and budget
Community and Public Relations Service
Publications Editor and Staff
(some overlap with present services and each other.) Approximately four full-time individuals plus four secretaries and expenses. 100,000.00

Teacher Training Liaison Service (publications, consultants, speaker's bureau, etc.) 50,000.00

Total recurring-annual (Present app. \$152,000.00) 320,000.00

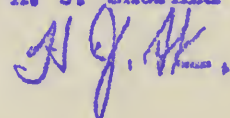
NOTE: This is hasty. It will need to be scrutinized for inconsistencies, and carefully refined and reworked. It will need to be checked against the April 30, 1957 "Preliminary Proposal for "Ideal" NAEB -- Operation".

We'll be glad to work on and refine this. But I seriously believe such a document should be prepared and presented before January, 1958.

RECOMMENDATION: To begin the preparation of a presentation which may be submitted if possible prior to January 1, 1958, I strongly urge a joint meeting of the Foundation and Permanent Financing Committees, as soon as possible.

October 24, 1957

H. J. Skornia



FES

June 23, 1958

Your letter of June 6 received June 9, Requested further support in the amount of \$166,000.00 for "continuance and termination of present foundation supported services" of the NAEB for the two year period 1958-1960. Of this amount you request \$91,000.00 for 1958-59 and \$75,000.00 for 1959-60.

This request has received careful consideration and I am writing to say that neither the Fund for the Advancement of Education nor the Ford Foundation is prepared to provide the further grant assistance requested.

Your letter also identifies what you refer to as an "article of conscience" described as a two-year \$60,000.00 program of research in telecommunications during 1959-1960. Although you do not specifically present this as a formal grant request you do indicate that "NAEB is prepared to undertake such a project," also indicating that "the auspices under which it is conducted are far less important than meeting the need." I assume however, you do wish some indication of the degree of fund interest in this so far as grant support is concerned. Here again I must tell you that the fund is not prepared to support such a project at this time.

With best wishes,

Lester W. Nelson

Mr. Schooley

Memo of Telephone Conversation
with Lester Nelson
June 24, 11:15 PM

Lester Nelson was in Urbana for a conference sponsored by the School of Education.

When I found out from Jack McBride that Mr. Nelson would be in town, I left the following note for him at the Hotel desk of the Illini Union, where he had a reservation:

June 23, 1958

"Dear Mr. Nelson:

Since the NAEB Board is meeting Wednesday all day in Chicago, I should appreciate an opportunity to see you or talk to you very briefly tonight (Monday) or any time tomorrow, at your convenience.

My home phone is 6-9154.

My office phone is 7-6611, Extension 3394.

Sincerely,

Harry J. Skornia
Executive Director"

Having no reply to this first note (I later found he was delayed in getting it), I left the following one:

June 24, 1958

"Dear Mr. Nelson:

Perhaps I should have explained in my earlier note: I wished only to ask if any reply might be available to our last request (copy attached) about using funds for the purposes outlined after July 1, as was done last year.

Otherwise we shall be faced with cancelling two workshops (Teacher Utilization and ETV Managers) for which arrangements have been made and participants and consultants selected. (Copies of announcements were attached).

Mr. Hull is on vacation, and Mr. Paulu has resigned to accept the Fund's study grant. We are having a Board meeting in Chicago tomorrow to plan future steps. It is only because of this timing that I bother you. I had no intention of protesting in any way or discussing the earlier decisions: in reaction to our large request; and in reaction to our two-year interim request.

I am tied up as Toastmaster of a banquet tonight from about 6:15 to 9:00 or so. If possible, however, I should be grateful to know in time for tomorrow's meeting, so I may report to our Board meeting whether any decision has been made or implied on our last request only.

Sincerely,
Harry J. Skornia"

At 11:15 PM Tuesday night Mr. Nelson called back. After talking to him I called Hill (to relay message to Bidlack) and Hull (on vacation).

Comments by Nelson:

1. Yes. Permission granted (orally) to use for purpose designated. Will be confirmed in writing. We to make fiscal report after workshops, which will clarify meaning of our request in terms of personnel terminal notices etc.
2. He wasn't surprised at "No" to big request.
3. He was surprised at the "No" to our second (2 year) one. He had suggested and discussed with Hull by phone. Answer would have been same if this had been only for 1 year or smaller.
4. These decisions reflect the uncertainty and reorganization going on in the Foundation itself: Uncertainty about what to do about ETRC, Hagerstown etc.
5. It also reflects reaction to the current recession. They are simply not making commitments now.
6. At no time in discussions he attended, Nelson told me, was NAEB criticized, directly or by implication. Neither were our requests criticized.
7. I had said I didn't intend to discuss or challenge. He was very friendly, and enthusiastic --- though obviously embarrassed and frustrated.
8. I didn't ask if we could talk to them later --- But I feel we should keep close contact to be sure others don't get there first if they reopen the coffers.
9. Feel that our strength (we'll survive anyway) is our weakness.

Next steps:

- Wait for a while as far as Fund is concerned.
- Meanwhile cultivate Kellogg contacts --- and any others.

In haste,



Harry J. Skornia
Executive Director

HJS/dfc
June 26, 1958

MINUTES OF THE NAEB BOARD OF DIRECTORS
June 25, 1958 - Windemere Hotel
Chicago, Illinois

A called meeting of the Board of Directors of the National Association of Educational Broadcasters convened at Hotel Windemere, East, in Chicago on June 25, 1958 for the purpose of electing an NAEB president to fill the unexpired term of President Burton Paulu. In a letter dated June 12, 1958, President Paulu submitted his resignation to the Board of Directors.

Present:	Vice-President	Jack McBride
	Secretary	Haskell Boyter
	Treasurer	Robert Coleman
	Past President	Frank Schooley
	Director, Region 3	William Harley (arrived 10:52)
	Director, Region 5	Robert Schenkkan
	Director, Region 6	Edwin Adams
	Director-at-Large	Gertrude Broderick
	Ex-Officio	Harry Skornia
Absent:	Director, Region 1	Arthur Hungerford
	Director, Region 2	Vernon Bronson
	Director, Region 4	Richard Vogl

1. Vice-President Jack McBride called the meeting to order at 10:10 a.m. The purpose of the meeting was stated in accordance with the call and a suggested agenda, which had been prepared by Executive Director Skornia, was submitted to those present for consideration. Skornia reported pertinent information concerning Fund Proposals. This information is to be reported to all Board members in written form and will not appear in these minutes.
2. Schenkkan moved that the Board accept President Paulu's resignation with regret as of the date indicated on his letter (June 12, 1958). Broderick seconded and the vote was unanimous in favor.
3. The next item of business was the election of a new president. Vice-President McBride explained that he would prefer not to succeed President Paulu in view of the fact that his duties in connection with the ETRC Production Consultation Service would not be finished until later in the year, and that at the present time he is employed on a half-time basis by both the Center and the University of Nebraska. In addition to these duties, he has the responsibility for the NAEB Annual Convention which meets in Omaha, Nebraska in October. McBride indicated his willingness to perform whatever services were expected of him by NAEB, but thought he could best serve now by not accepting the presidency at this time because of his other involvements. Each member present had an opportunity to comment on the situation and expressed admiration for Vice-President McBride, but at the same time recognized his responsibility for a heavy work load and all were sympathetic with his position.

4. Harley moved that Past President Schooley be elected to serve out the unexpired term of President Paulu. Adams seconded. The motion was carried. Schooley accepted and indicated his desire to do all he could in behalf of NAEB. The Board recessed for lunch at 12:00 noon.
5. The NAEB Board of Directors re-convened at 1:30 p.m. The matter of approval for membership into NAEB of San Jose College and San Diego State College was presented. Coleman moved that these institutions be approved. McBride seconded. Unanimous approval.
6. President Schooley appointed a nominating committee to select nominees for NAEB offices to be filled at our next annual meeting at Omaha. The committee is as follows:

Graydon Ausmus, Chairman
Edwin Adams
Henry Chadeayne
William Harley
Mrs. Dorothy Klock
Ned Rosenheim
Earl Wynn

7. The consensus of the Board was that it is the intent of the president and the Board members to review all actions and intentions and any unfinished business in future Board meetings.
8. President Schooley appointed himself to replace Paulu in all NAEB appointments and indicated that all other Paulu appointments of committee chairmen and members would stand.
9. Our constitution and by-laws do not provide for automatic succession to the presidency. It was the consensus of the Board that certain changes needed to be made in the constitution.
 1. To provide for the vice-president to serve until new president is appointed.
 2. To provide for three vice-presidents in place of one.
 3. To clarify position of immediate past president by indicating one who had finished serving his fully elected term as president.

The Chair referred these matters to the constitution committee.

10. Item 3 of the agenda had to do with fiscal problems and personnel commitments raised by Fund withdrawal. Schenckan moved that the President and the Executive Director be authorized to take care of moral obligations and other business in accordance with funds available. It was seconded by McBride and passed unanimously.

11. The question of the necessity for adequate funds to provide for a person, on a short term basis, to solicit members in the category of industrial associates, sustaining and individual members was referred to the permanent Finance Committee with a request for recommendations.

The meeting adjourned at 4:10 p.m.

Haskell Boyter, Secretary
June 25, 1958

Copied at NAEB Headquarters 7/7/58
cmc

CC: NAEB Board
L. Marks
H. Skornia

RECEIVED
RADIO STATION

June 23, 1958

TO: Burton Paulu ✓
Henry Chadeayne ✓
Harry Skornia ✓
Frank Schooley ✓
James Miles ✓

JUN 24 4 13 PM 1958

WILL & WILCO
UNIVERSITY OF ILLINOIS

FROM: Martha Hauelsen, Secretary to Mr. Hull

RE: Attached copy of letter received from Mr. Nelson.

Immediately upon receipt of this letter, Mr. Hull was contacted and he asked me to send a copy to each of you.

As you no doubt know, Mr. Hull is trying to snatch a brief vacation. If it should be necessary to contact him, his itinerary will be on file in this office.

Air Mail
Special Delivery

mh
J. H.

July 23, 1958

Mr. Lester Nelson
Fund for the Advancement of Education
477 Madison Avenue
New York 21, New York

Dear Lester:

When John Weiss was still our channel, we began, at his request, not sending him too much detailed material on our various Ford-financed projects, since the volume of paper work is always more than most of us can wade through.

I fear I never did ask you how much of this you'd like. I am, however, attaching a copy of our most recent Consultation Report, so what we mean by this service will at least be explicit in your own mind. If you'd ever like more detail on any of these, we'll be glad to provide. We hope to have our usual report by early September as well.

Sometime when I'm in New York I'd like to chat with you again. Do you live in the city in case I'm able to make it only in evening time? I expect to be in New York in early September for UNESCO National Commission Committee meetings.

Taking the rest of my vacation the first two weeks of August. I hope you've had yours---and a fine one.

Sincerely,

Harry J. Skornia
Executive Director

HJS:cmc

Enclosure: Report, New Hampshire, Consultation Service

CC: NAEB President F. E. Schooley ✓
Richard B. Hull

July 25, 1958

CONFIDENTIAL

F.E.S.:

There's some clarification of Ford position versus TV in letters from Heald, following meetings of Heald, Armsey and Faust with Calkins, now serving as ETRC Board Chairman.

Seems Center may get up to 4 or 5 million more. But not for public information or in-school. They seem to feel much of in-school stuff can be done by commercial interests (!).

Want to urge strenthening local roots, and now seem again to favor some adult ed.

The three areas of support seem to be, for a while:

- 1) closed circuit.
- 2) Development of ETV stations, still, for exchanges and including general as well as school programs.
- 3) Increased concentration of Center, solely as exchange of pgms. center.

This last is somewhat of shock to them.

This from Hull, confidentially, by phone. As we finished, he agreed to my passing on to you, and will send some parts of letters, with salutations, letterheads, etc. cut off---as a policy statement only. This will I hope clarify my hasty phone notes.

Hull feels he'll be forced to react to suggestions (Wednesday ETRC Board or Executive Committee meeting, July 30) growing out of Witteoff long-range plan draft, for possible consolidations. He wanted help and guidance. Reminded him of Network as income-producing, and that we'd need quid-pro-quo need, if we gave up. Concern exists about uneconomical use of radio funds. He's inclined to think stationing of an NAEB man at the Center to handle this, on their staff, might improve it, if he's full-time. Told him he might get their reaction, or see if the \$100,000.00 could be turned over again to us to handle---if there's such concern. I doubt if the ETRC could do this.

For the rest, he'll remind ETRC Board that only the NAEB Board, not he, could agree to consolidation, on a specific plan basis, worked out jointly by the two Boards as equals.

This was the best I could do. You might want to call him to discuss.

Hope you had a good vacation. See you.

Harry J. Skornia

HJS:cmc

DRAFT

July 15, 1958

The NAEB Engineering Service

In carrying out the functions of the Engineering Service, as stated in the original grant which established the service on July 1, 1954, the NAEB TV Engineer has performed the following services:

1. Spent five days in Los Angeles determining the cost of reactivating KTHE and surveying the possibility of interconnection of the University of Southern California, ~~KEXX~~ Los Angeles City Schools and Los Angeles City College by microwave to program the transmitter on ^{MT} ~~Net~~ Wilson. Other microwave paths were plotted for future use to educational institutions at Pomona, Santa Ana, Long Beach, UCLA and Valley Jr. College.
2. Prepared engineering comments for the use NAEB Board and engineering data for use of NAEB legal council in filing comments with the FCC on Docket 12116 which proposed to authorize VHF television boosters.
3. Arranged the program and managed the NAEB Video Recording Workshop held at the WTTW studios in Chicago May 5-9, 1958.
4. As a member of an NAEB Consultation Team visited Durham, N.H. surveyed their plans for a new educational television station and made ~~TEEN~~ recommendations concerning their plans, equipment and staff.
5. Discussed new technical developments on the program of the NAEB Management Seminar held at Allerton Park in August 1957.
6. Participated in the work of the Television Allocations Study Organization, Panel 4 (Propagation Data) and its committee 4.4 (new factors). Was appointed as an alternate on the TASO Editorial Committee.

7. Attended a five day ~~XXX~~ training course in the operation of the Ampex Videotape Records ^{or} so as to be better informed as regards its operation and maintenance.

8. Secured a source (NBC~~W~~) of used image orthicons for ETV stations and production centers where serviceable used camera pickup tubes might be purchased for ~~\$25,000 (new price \$1200.00)~~ \$25.00 (new price \$1200.00). Circulated this information to chief engineers.

9. Visited ETV stations, production centers, ^{on} closed circuit studios in Philadelphia, St. Louis, Chicago, San Francisco, Columbus, New York, Boston, Hagerstown and Los Angeles for TV consultation.

10. Attended meetings of the NAB Engineering Committee in December and March.

11. ~~Participated~~ Participated in a discussion of the Adler proposal with JCET, NAB and FCC personnel for Rule Making by the FCC to permit multiple operation and local origination of programs on low power TV translator stations. This would provide low cost localized broadcast distribution of closed circuit TV programs such as at Hagerstown.

12. Prepared, secured for distribution or duplication the following for interested technical and other station personnel:

a. "Television ^{Signal} ~~Signal~~ Analysis" an AT & T publication written for their employees to give a common understanding of both signal forms and nomenclature.

b. "Kinescope Recording" by Glen Southworth of KWSC, a paper outlining practical problems based on his experience with the Army Signal Corps.

c. "Kinescope Recording Made Easy" by Richard Helder of the WTTW staff. This paper outlines ~~WX~~ the WTTW procedure for routine setup of their kinescope recorder. It is useful to others in setting up their own procedures.

- d. "Film in Television" by Rodger J. Ross, Canadian Broadcasting Corporation, an SMPTE paper outlining some of the shortcomings of film programs used on television stations.
- e. "A Short History of Television Recording" by Albert Abramson CBS Television, Hollywood, an SMPTE ~~REPRINT~~ reprint describing the development of the television recording process, containing an excellent bibliography.
- f. "Automatic Crowds vs. Announcer Balance" by Mel Haas, WOI-AM-FM, a practical method of improving operation at sports broadcasts.
- g. "FCC Regulations Concerning ~~EM~~ On-The-Air Operations of Educational TV Stations", prepared by Leonard H. Marks, NAEB Legal Counsel.
- h. "Technical Notes on the Ampex VR-1000" published by the Ampex Corporation, covering technical ~~TEAM~~ features, operation and installation of this newly developed equipment.
- i. A monthly Newsletter column called Technical Tips.
- j. A quarterly compilation of the Technical Tips Column called the NAEB Engineering Newsletter which is mailed to a constantly revised list of technical personnel.

In addition to the above service, Mr. Cecil S. ~~EM~~ Bidlack, NAEB TV Engineer, furnishes much technical advice by correspondence. He is active in the supervision of the equipment and maintenance of the NAEB Network. He is a Senior Member of the Institute of Radio ~~EM~~ Engineers, a member of its ~~P~~ Professional Groups on ~~A~~ Antennas and ~~P~~ Propagation and on ~~B~~ Broadcast ~~T~~ Transmissions; ^{Systems} an active member of the Society of Motion Picture and Television Engineers and on the ~~EM~~ Chicago Section, Membership ~~EM~~ Committee; and a member of the Audio Engineering Society. He has recently been appointed to membership on the Television and Aural Broadcasting Systems ~~COMMITTEE~~ Committee of

the American ~~INSTIT~~ Institute of Electrical Engineers. He attends the technical sessions of the annual meetings of these ~~ASSOCIATIONS~~ societies, provides assistance to them on request, and attends the Broadcast Engineering Conference of the NAB in order to keep NAEB members abreast of the latest technical developments in broadcasting equipment and procedures.

cmc

Mr. Schooley

July 24, 1958

Mr. Sheldon Williams
Managing Director
Blonder-Tongue Foundation
9 Alling Street
Newark 2, New Jersey

Dear Mr. Williams:

Your letter of July 18 was awaiting my return from vacation, and I hasten to reply.

I think a scholarship program would be extremely timely. For several years we have offered scholarships for advanced study for ETV (production, engineering, staging and lighting, teacher training, writing, management, etc.) and have an established program to which people naturally turn for such grants. We also have a professional advancement committee experienced in administering these grants. The reason I mention these is that our agreement with the Ford Foundation is currently expiring, and we would be glad to cooperate with you in administering comparable programs. Ford has always been given full credit as the source of funds for this program and in all publicity, of course. If we can be of any help to you in such a national program, please feel free to call on us.

Courses in teaching techniques by TV began to develop this summer. We are this week running a national seminar at Purdue University in utilization (for teachers, broadcasters, and teacher trainers) because no fully national effort of adequate proportions has developed. I could not mention any colleges which have a fully developed program in this yet, with the possible exception of Peabody College in Tennessee. In this area too we should be glad to work with you.

Although this next suggestion may not be wholly interpreted by you as assistance, I might mention the availability to you of an Industrial Affiliate category (only recently created) in the NAEB. This provides several copies of our Newsletter, Journal and other publications as they are issued. At our upcoming convention in Omaha in October, at the Sheraton Fontenelle Hotel, we are pleased to pay the rental for industrial associates, such as Motorola and RCA. Each such exhibit is plainly labeled with an NAEB Industrial Associate sign, which, without constituting positive NAEB endorsement, certainly shows our several hundred members where our appreciation lies, and does affect the purchase habits of our some 180 member radio and TV stations and schools.

Mr. Sheldon Williams
July 24, 1958
Page 2

I'm enclosing a few brochures, and asking Mr. Bidlack, our Engineer, to write you regarding the Convention Exhibit, in case you would be interested, as well as about another proposal he has to offer.

I trust this may be of some assistance to you, and thank you again for your query.

Sincerely,

Harry J. Skornia
Executive Director

HJS/dfc
Enclosures

CC: Cecil S. Bidlack
Frank E. Schooley ✓
Richard B. Hull
Harold E. Hill

Frank Schooley

July 24, 1958

Mr. Lester Nelson
Fund for the Advancement
of Education
477 Madison Avenue
New York 21, New York

Dear Lester:

Two letters in two days may be almost too much. But you are assured of silence from me for a while by the fact that I'll be away from the office the next three weeks.

As I looked over the attached, the top one of which was received only today, I thought these might succinctly clarify what we've been trying to do with workshop grants-in-aid.

Our objectives, as you know, are to establish strong local roots across the country in the form of people and organizations that can stand the test of time and other rigors, and meet higher and higher standards and needs for our nation in education. That I therefore have some misgivings about how this many-faceted effort will be continued and led, I need not tell you. However, that is not the point of this letter, which sought, at least initially, only to transmit what I hope will be interesting reactions in very brief form.

Sincerely,

Harry J. Skornia
Executive Director

HJS/dfc

Enclosures (2)

July 22, 1958 letter to Dr. Skornia from Gerald Marans, KQED, regarding The College of the Pacific ETV Workshop.
June 25, 1958 letter to HJS from Kenneth Wright on the First Tennessee Conference on ETV
July 31, 1957 letter to HJS from Keith J. Nighbert of WKNO-TV re ETV Workshop-Seminar conducted by WKNO-TV and Memphis State University

Blind CC: Frank Schooley ✓
Richard Hull

July 24, 1958

TO: Richard B. Hull

FROM: Harry J. Skornia

Dear Dick:

The more I thought over the letter to Nelson regarding our grant extension, the more difficult it became. I drafted one but am still holding---on the theory, as Bidlack puts it, of "letting sleeping dogs lie." He knows of his promise, and my other letter, of yesterday, requires an answer. Hence, I believe we should wait a bit more.

Attached is statement of Ford earnings which I mentioned.

Regards,

HJS:cmc
Enclosure

CC: F. E. Schooley ✓

Scanned from the National Association of Educational Broadcasters Records
at the Wisconsin Historical Society as part of
"Unlocking the Airwaves: Revitalizing an Early Public and Educational Radio Collection."



A collaboration among the Maryland Institute for Technology in the Humanities,
University of Wisconsin-Madison Department of Communication Arts,
and Wisconsin Historical Society.

Supported by a Humanities Collections and Reference Resources grant from
the National Endowment for the Humanities



Any views, findings, conclusions, or recommendations expressed in this publication/collection do not necessarily reflect those of the
National Endowment for the Humanities.